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ABSTRACT

Between 1970 and 1976, with continued funding and personnel support from the Agency for International Development (AID), Paraguay instituted major rural educational reforms encompassing curriculum revision, teacher training and retraining, training of administrators and supervisors, new school construction, and provision of teaching materials and textbooks. Additional Regional Education Centers (RECs) were established to serve 120 primary schools enrolling approximately 160,000 students (1/3 of the total school population), two teacher training schools were planned, and 480,000 textbooks were provided to 4th, 5th, and 6th grade students. Curriculum revision at the primary level was accompanied by additional teacher training to facilitate a multisensory approach through individualized and practical learning activities. The new secondary curricula emphasized relevance, group learning, library usage, and development of critical thinking ability. Program impacts have included increased student access and retention and improved achievement. Lack of support from the government of Paraguay and dependence on donor funding continue to characterize the educational system. Six appendices present AID program features, list U.S. and Paraguayan personnel and facilities, and provide supporting tabular data. (MM)

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A.I.D. Project Impact Evaluation Report No. 46

U.S. Aid to Education in Paraguay: The Rural Education Development Project

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U.S. AID To Education In Paraguay: The Rural Education Development Project

A.I.D. Project Impact Evaluation Report No. 46

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FOREWORD

In October 1979, the Administrator of the Agency for International Development (AID) requested that in preparation for an Agency-wide ex-post evaluation system, from 20 to 30 projects be evaluated during the subsequent year, focusing on the impact of these projects in several representative sectors of AID's program. These impact evaluations are to be performed by AID personnel and to result in a series of studies that, by virtue of their comparability in scope, will ensure cumulative findings that are of use to AID and the larger development community. This study of the impact of the Rural Education Development Project in Paraguay was undertaken as part of this effort. A final evaluation report will summarize and analyze the results of all the studies in each sector, and relate them to program, policy, and design requirements.

Richard N. Blue
Associate Assistant Administrator
for Evaluation
Bureau for Program and Policy
Coordination

GLOSSARY

AID	U.S. Agency for International Development
GOP	Government of Paraguay
Guarani	Language spoken by 92 percent of the people of Paraguay
IBRD	International Bank for Reconstruction and Development
IDB	Inter-American Development Bank
MOE	Ministry of Education
REC	Regional Education Center
REDP	Rural Education Development Project
SCIDE	Inter-American Cooperative Education Service
SIE	Superior Institute of Education

PROJECT DATA SHEET

1. Country: Paraguay

2. Project Title: Rural Education Development Project

3. Project Number: 526-L-021

4. Project Implementation: 1970-1976

5. Project Completion--Final Disbursement: February 29, 1976

6. Project Funding:

a.	AID total	$4,500,000
b.	Other donor	1,800,000
c.	Host country	$6,300,000

7. Mode of Implementation:

   a Project agreement between USAID/Paraguay and Government of Paraguay Ministry of Education
   b. AID-financed local contract awards
   c. AID technical assistance contracts

8. Host Country Exchange Rates:

   a. Name of currency--guarani (₲)
   b. Exchange rate at time of project:*

      U.S.$1 = ₲ 123.60 (buying)
      U.S.$1 = ₲ 126.00 (selling)

*These values were the fluctuating free market rates in 1971.

DATA RELATED TO EDUCATION IN PARAGUAY

Item	1955	1968	1970	1975	1979
Population (millions)		1.4	2.4	2.6	2.9
GNP (million guaranies)	11,993	30,483	74,921	190,438	
Per Capita (U.S.$)			305	320	404
MOE Budget (million guaranies)	124.9	352.8	1,388.4	2,709.9	5,626.6
MOE Budget as % of Total Budget	12.36	12.92	13.3	14.7	13.4
MOE Budget as % of GNP			1.85	1.42	1.4
MOE Primary School Budget (thousands of guaranies)		602,268 (1966)	811,539		
Per Pupil Expenditures--Primary		$5.80	$17	$41.46	
Number of Primary Schools	1,781	2,500 (1963)	3,045	2,960	3,288
Population (7-14 yrs)			510,000	580,100	615,400
Primary Enrollment	254,118	330,000	424,179 (83%)	460,000 (80%)	504,000 (82%)
Urban		196,000 (1966)	201,041	193,000	199,000
Rural		176,000 (1966)	223,138	273,000	305,000
Primary Teachers: Number	8,284	12,358	15,871	15,398	18,038
% Certified	40	(1963)	(1972)	82.5	79[1]
Population			332,500	262,381	402,400
(13-18 or 15-19)			(13-18)	(15-19;1977)	(13-18)
Secondary Enrollment	16,000	39,000	55,777	75,425	110,095
MOE Secondary School Budget (thousands of guaranies)		125,989	196,645		
Per Pupil Expenditures--Secondary		$32.71	$55	$96.85	

[1]Percentages of certified teachers have declined as demand for qualified (education) employees has risen dramatically, along with salaries. Teachers' salaries remain very low in comparison.

SUMMARY

In 1970, Paraguay's education sector was characterized by inefficiency and inequitable access. Less than 18 percent of those entering first grade completed the primary cycle. Teachers were poorly trained, poorly paid, and in very short supply. Classrooms were overcrowded and underequipped, particularly in rural areas. The curriculum was unsuited to the skill needs of a growing economy. The Ministry of Education (MOE) was too heavily centralized to be responsive to local needs.

In an effort to make schooling more available and more efficient for the rural student, AID in 1970 committed $4.2 million in loan funds and $300,000 in grants to the Rural Education Development Project (REDP). Under this project, schools were built; curricula were revised; a textbook production/distribution system was introduced; and the MOE was restructured so as to shift greater administrative responsibility to local Regional Education Centers (REC). These RECs, in addition to performing administrative functions, provided pre- and in-service teacher training, served as model demonstration primary and secondary schools using the new curricula, and were the medium for diffusing reforms to formal education at the local level.

The RECs are highly successful. They have a corps of teaching, administrative, and support personnel within each local unit. They use the new curricula in their schools and teacher training programs. In constrast to most secondary schools, they are located in rural areas, thus enabling rural students to continue with their education. They are well provided with teaching materials. They have become effective decentralized units of administration as well, with responsibility for teachers' salaries, construction, and budget allocations.

Implementation of curriculum reform beyond the RECs has proven weak. Studies indicate that the new curricula improve achievement scores, retention and promotion rates, and arouse student interest more effectively than the traditional curricula. However, the greater workload imposed by the new curricula is a source of dissatisfaction among teachers. They are among the most poorly paid professionals in Paraguay, and receive no compensation for the additional work they must do. The resulting diminished incentive has slowed implementation of curriculum reform.

This suggests that unless the percentage of the national budget allocation by a host government to education is at a realistic and effective level, education sector development will remain erratic, reform will be sporadic, and any real

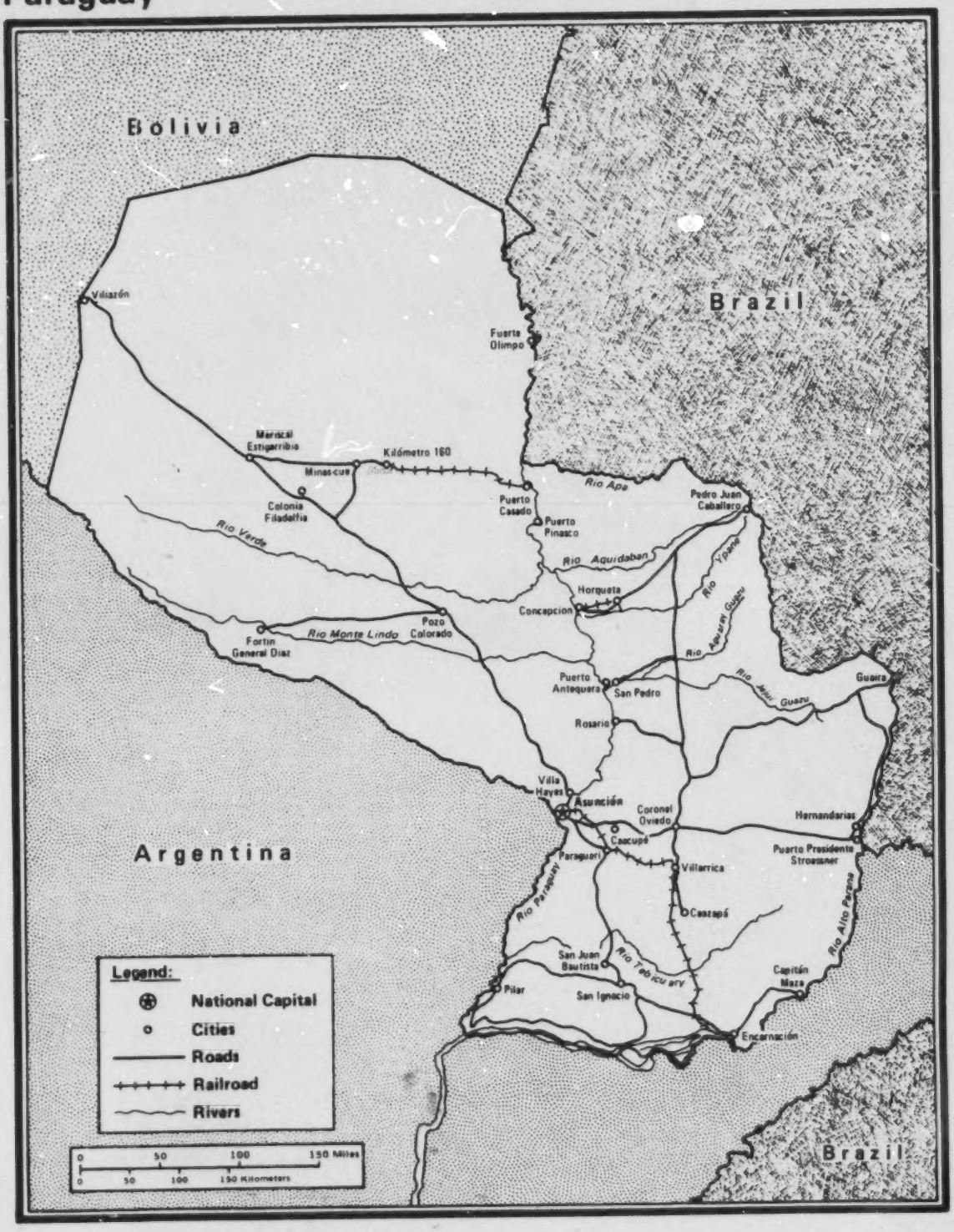
growth will remain dependent on irregular donor assistance. In Paraguay, the MOE's budget is so inadequate that necessary instructional materials are in short supply, while the salary gap between the teaching profession and the private sector is widening. This continuing underbudgeting threatens to unravel the achievements of the REDP.

While the total number of schools built was less than planned due to rising construction costs, the schools that were built greatly improved the rural student's access to formal education. Placing schools nearer to students afforded them more time to assist in farmwork, reduced seasonal dropout, and reduced the discomfort and transportation costs in commuting. Constructed schools have been well used; all operate two day shifts, while one-half conduct evening classes as well.

The REDP is an excellent case to document the impact of local citizenry on educational development and reform. The REDP did provide financial resources for school construction, but the communities contributed the necessary land and labor. The communities continue to maintain, and to improve upon, school plant facilities.

AID's assistance to Paraguayan education has had an impact on both the quality and equity of the education system. A much better educational program is available to many more students, and it is delivered by a system and a staff that are receptive and responsive to change. However, the reform continues to be limited in scope and implementation. The Paraguayan education system is an integral part of the dynamics of Paraguayan development. The 1970 loan/grant effort was a culmination of U.S./Paraguay collaboration in education dating back to 1945, and that collaboration shaped the beginning of modern education in Paraguay. The lesson of success in Paraguay is an old one for AID: in institution-building and policy redirection, consistency of purpose and effort is essential and, in many cases, is the major determinant of success. There is, however, a next step: continuation and expansion as well as further refinement. That step must be taken by the Government of Paraguay. While aid donors may contribute to this effort, the Government must clearly assume financial responsibility and a strong leadership role.

Paraguay



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I. INTRODUCTION

A. Historical Background

Paraguay, landlocked in the center of South America's southern cone, has a total land area of 406,752 km^2 and an estimated population of 3 million. It has one of the highest land/person ratios in Latin America; however, it has a very unevenly distributed population. The northwestern rural region of the country, the Chaco, comprises 60 percent of the land but contains only three percent of the population, whereas the area within a radius of 150 km of the capital city of Asuncion contains about half the country's population. More than 60 percent of the population of Paraguay lives in rural areas. Paraguay does not suffer from an urban explosion; the urban population increased by only 2.8 percent between 1950 and 1972.

Paraguay has two characteristics that make it unique in Latin America: a homogeneous population and a bilingual culture. The few early Spanish conquerors who remained in Paraguay despite its lack of precious metals adapted to its agricultural economy and intermarried freely with the friendly Guarani. They also fought with the Guaranis against the other Indian tribes. As a result, approximately 92 percent of the population speaks Guarani, 55 percent speaks Spanish, and 45 percent speaks only in Guarani. Paraguay's physical and cultural isolation and its two disastrous wars (1865-1870 and 1932-1935) shaped its strong national consciousness and led to the survival of the Guarani language.

Paraguay remains essentially agrarian; agriculture engages about 50 percent of the economically active population. Paraguay also has great hydroelectric potential along the Parana River which also borders Brazil and Argentina. Until recently, however, low prices for agricultural commodities coupled with high input and transportation costs have hindered economic progress. Remote foreign markets, a scattered population, and no seaport all work to increase these costs. Consequently, per capita income and employment grew slowly for many decades, with emigration serving as an outlet for the underemployed, accounting for an estimated annual population drain of one percent during the 1950s and 1960s. Since 1972, however, increasing employment opportunities in Paraguay have attracted Paraguayans back from other areas.

Employment in the 1970s increased as prices for agricultural commodities increased and land under cultivation expanded rapidly. In addition, Brazil and Paraguay began to exploit the enormous hydroelectric potential of the Parana River. Paraguay's economy has now entered a period of rapid

transformation. Favorable prices accelerate agricultural growth, and exploitation of its hydropower potential explodes the construction industry. Two hydroelectric plants under construction, Itaipu and Yacyreta, will produce at least 17,000 MW. Paraguay's share of expenditures related to the construction of the Itaipu hydroelectric project averaged U.S.$200 million, or 30 percent of domestic investment, during the three years 1977-1979. These expenditures stimulated the construction and services sectors, which grew during that period at average annual rates of 31 percent and 12 percent, respectively. As a result, the Paraguayan economy has maintained an annual growth rate in excess of 10 percent since 1979, compared to 6.1 percent during the 1971-1975 period. This growth provides an incentive to exploit educational opportunities by absorbing increasing numbers of graduates into well paying jobs.

B. Education System Background

The Paraguayan public school system suffered many setbacks during its development; some date from colonial times. By the last two decades of the 19th century, however, Paraguay had inaugurated a public secondary school system and a school inspection program, established a university at Asuncion, and opened a teacher training school. Progress came slowly in the 20th century until the latter half of the 1930s, when school enrollment almost doubled. The end of World War II marked the beginning of an intimate partnership between the U.S. and the Paraguayan governments which shaped the education system for the next 30 years.

A joint effort began in 1945 when the United States and Paraguay formed the Inter-American Cooperative Education Service (SCIDE). SCIDE facilitated the exchange of technical knowledge and skills in the field of education, especially the areas of vocational education, elementary teacher education, curriculum development, and administrative reform. It functioned until 1962. During SCIDE's 17-year life, the process of modernization began which continues today in basically the same philosophical framework. Subsequent education assistance by the United States, the World Bank, the Inter-American Development Bank, and other donors, has reinforced and expanded the education philosophy and programs of SCIDE.

SCIDE made six major contributions: (1) the Technical-Vocational School in Asuncion, (2) the San Lorenzo Rural Normal School (1956), (3) the in-service teacher training centers, (4) the preservice training programs, (5) the Curriculum and Materials Center (1957) in Asuncion, and (6) numerous new schools and classrooms.

SCIDE was terminated in 1962. Between 1962 and 1967, the United States contributed $2.7 million to the Rural Education Development Project (REDP), a successor organization which continued many of the programs begun by SCIDE. REDP's stated aims remained nearly identical to those of SCIDE: to reduce illiteracy in Paraguay through an increase in normal schools, in-service teacher training, new school construction, development of instructional materials, and reorganization of the Ministry of Education (MOE).

During the early period of the REDP (1963), the Normal School at San Lorenzo evolved into a Regional Education Center (REC) and became the model for three other RECs built during that period: Encarnacion (1966), Concepcion (1967), and Villarrica (1967). The RECs included kindergarten through secondary grades and teacher training programs. An REC consisted of classrooms, shops, offices, and a library for more than 1,500 students and provided three shifts of instruction. Agricultural education began in grades seven, eight, and nine; the commercial, teacher training, and humanities programs began in grades 10, 11, and 12, for which RECs make a special effort to recruit students from rural areas. The RECs also offer in-service training for teachers, administrators, and supervisors, and aspire to become materials production centers and sources of community outreach programs. Additionally, REDP built two new primary schools with 19 classrooms, and rehabilitated 14 other schools.

In 1966, the Curriculum and Materials Center, developed under SCIDE, established textbook production as its first priority. From 1962 to 1967, it produced 475,050 texts (with $42,203 in AID funds) and purchased 40,000 reference books from AID's Regional Technical Aids Center for REC libraries. The Curriculum Center also provided a bookmobile for children. In that same period 2,400 teachers, administrators, and supervisors received some in-service training; 84 others received participant training abroad. From 1945 to 1967, USAID also assisted to upgrade the medicine and nursing faculties of the National University.

In summary, between 1945 and 1967, Paraguay upgraded and expanded its education system to provide higher quality educational programs for increasing numbers of students. Table 1 indicates the major improvements of the 1955 and 1970 period. U.S. Government assistance to education during this period totaled $9.8 million in grants.

Table 1. Indicators of Improvement in Primary Education

Category	1955	1970	% Increase
Primary Enrollment	254,118	424,179	67.0
Secondary Enrollment	16,000	55,777	248.0
Number of Primary Schools	1,781	3,045	71.0
Retention, Grades 1-6	13%	26%	100.0
Percentage of Teachers Certified	40	79	100.0

II. PROGRAM SETTING AND GOALS

A. The Setting

Paraguay appointed a new Minister of Education in 1968 who undertook a study which resulted in two long-range planning documents. These documents, published in mid-1969, played a major role in defining educational development during the following decade. They also guided the MOE and donor investments in education.

At about the same time, the AID Mission in Paraguay began considering loans as the means to support future education programs. A request for assistance in 1970 from the new Minister of Education, Dr. Raul Pena, provided an opportunity to test the loan financing idea. The request called for building schools to support development activities in four rural areas.

At the time of loan negotiations, only 20 percent of rural primary schools offered six grades. The overcrowed rural schools often included only the first three grades. Less than 18 percent of those entering first grade finished the sixth grade. In the opinion of many educators, the curricula did not address the needs of the students. Teachers had received inadequate training and had few teaching materials and textbooks. The Government of Paraguay (GOP) provided insufficient funding for education. The overly centralized Ministry of Education did not respond to local needs. And the two long-range planning documents mentioned earlier represented Paraguay's first break with short range, inadequate education planning.

In 1970, AID committed $4.2 million in loan funds and $300,000 in grants to work on these deficiencies. The Government of Paraguay contributed $1.8 million. The funds (disbursed between 1970 and 1976) financed curriculum revision, teacher training and retraining, training of supervisors and administrators, new school construction, and the provision of teaching materials and textbooks.

B. Program Goals

AID viewed the loan as the first stage in implementing the MOE's reform plan. The loan set out to finance "a program of qualitative and quantitative improvements for selected elements of the . . . public school system."

The loan would finance the following improvements:

1. Two new Regional Educational Centers (RECs)[1] and upgrading of one existing school complex to REC status. Once completed, a network of seven RECs would reach 10,700 students and indirectly affect 140,000 additional students--about one-third of the student population in Paraguay. A total of 15 Peace Corps Volunteers would provide teacher training and assistance through the RECs.

2. A Superior Institute of Education (SIE) and Normal School were planned to provide improved secondary school teacher preparation.

3. One hundred twenty primary schools (grades one to six) to increase access and equity, especially for students from low-income families living in communities with the largest classroom deficits. The 20 central schools and 100 satellite schools would stand within the reach of one of the seven RECs.

4. Four hundred eighty thousand copies of 19 books for grades four, five, and six for rural areas. (An earlier AID grant provided 180,000 textbooks for grades one, two, and three.)

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[1]The RECs house classes from preschool through normal school levels, but their primary role is to provide educational leadership and community development in the seven cities and surrounding service areas where they are located.

III. PROGRAM DESCRIPTION AND FINDINGS

A. General Description and Findings

The AID loan has met most of its immediate goals and has provided a model for donors assisting primary and secondary education in Paraguay. The loan set in motion a systems approach to educational assistance that integrates the various elements of education, e.g., administration, teacher training, curriculum, textbooks, and school construction. The Paraguayan cultural commitment to education attracts concerned and dedicated professionals to the education field and mobilizes parents to support education activities. Accordingly, the AID loan entered an environment that supported and facilitated its overall objectives. The achievements discussed in subsequent sections could begin to unravel, however, if the GOP does not increase teachers' salaries.[2]

Communities have come up with temporary measures to combat lagging teachers' salaries. In one small municipality, the PTA pays $45 per month salary differential to the one nonresident teacher to offset her lodging costs. In another town the municipality pays $36 per month salary differential, and the PTA pays a monthly food allowance of $75 to a group of six teachers. Low salaries encourage people to leave teaching and discourage others from entering. One teacher-training institute did not open on schedule because it lacked not only qualified teachers, but education majors as well. Low salaries have impacted especially hard on industrial arts teachers. Of a class of 19 graduating in 1976, only 10 remain in teaching. Most teachers interviewed consisted of second-income earners; few headed households.

Education reform exacerbates the impact of low salaries. The revised curriculum, properly employed, requires more teacher preparation time. One could hardly expect an already underpaid teacher to respond positively to this requirement. Nevertheless, successful use of the curriculum will require teachers to absorb this additional burden with no increase in pay.

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[2]Primary teachers teaching a single shift receive between $80 and $120 a month based on one shift. Those teaching two shifts receive double that wage or approximately the salary of unskilled laborers working in the Puerto Presidente Stroessner area.

The communities demonstrate a deep commitment to education. They provide land for schools; they donate labor to construct and maintain schools; and they add improvements. Communities have improved all AID-assisted schools. Improvements include sidewalks, shrubbery, furniture, visual aids, upgraded electrical systems, varnished bricks, and fences to keep out livestock. More recently, central government inaction has forced communities to augment teachers' salaries. Paraguayan education now needs the central government to demonstrate its commitment to education by increasing teacher salaries. Increased salaries stand as a prerequisite to the reform sought by the AID loan assistance.

B. The Superior Institute of Education and Teacher Training

During the loan period, the Ministry of Education sought to increase the efficiency of the system by improving teacher training, creating a national teacher-training institute, and training 1,160 teachers and administrators in the use of the new curriculum. The MOE created 10 teacher-training institutes to replace 42 normal schools. The institutes provide two years of training beyond the secondary level. The MOE also built the Superior Institute of Education (SIE) with loan funds. Through the RECs and SIE, the MOE trained 2,250 teachers and administrators in two-month courses in the new curricula. In addition, the MOE provided short three-day orientation sessions on the curriculum to 4,500 teachers and administrators and to 1,200 community leaders.

In interviews, teachers expressed their need for more reinforcement. Their lack of experience with modern curricula during their own primary and secondary education calls for more than a training program and occasional day-long followup meetings.

Enrollments at SIE have averaged 1,500 per year since 1975 (Appendix F, Table F-8). Some 600 students attend full-time; the others enroll in courses during vacations. Along with those from the other training institutes, about 600 teachers a year graduate from training institutes. The system should absorb these graduates more efficiently than the 1,250 graduated previously from the secondary level normal schools. The government made great strides in certification as well; 84 percent of teachers had become certified by 1974 (see Appendix F, Table F-10).

C. Regional Education Centers

The RECs have become the prototype for educational reform in Paraguay. They help to decentralize the education system and to diffuse reform through their areas of influence. The loan financed two new RECs: one at Puerto Presidente Stroessner, and the other at Pedro Juan Caballero. Rising costs prohibited the planned upgrading of a school at Pilar, to REC status.[3]

The MOE organized the RECs to do the following:

-- Incorporate in one administrative unit, primary, secondary, and vocational education;

-- Serve as experimental, decentralized administrative units;

-- Serve as centers of education innovation;

-- Serve as models for teaching, staffed with highly selected faculty of demonstrated teaching ability;

-- Provide educational experiences that incorporate practical learning; and

-- Promote community education activities designed to bring schools and community closer together.

The RECs project a unique image. They have a total corps of teaching, administrative, and support personnel under one administrative unit. The centers have incorporated the new curriculum in their primary and secondary schools and teacher training programs. They also diffuse the education reforms to the primary and secondary schools within their spheres of influence. They emphasize practical experience at various levels of their program--in sewing, gardening, homemaking, and related vocational subjects. RECs have extended vocational courses to a large selection of student organizations in horticulture, dancing, composition, poetry, gardening, photography, fine arts, and arts and crafts.

Observations of two centers in very different regions showed them to be very active, dynamic, and impacting on surrounding communities. They provide quality education for many who would otherwise not have access to secondary education.

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[3]It will finally be constructed under a new World Bank loan.

Teachers in the centers demonstrate solid training and dedication to educational improvement, and they implement innovations with enthusiasm. The loan provided adequate equipment, teaching materials, and books, and the schools use them well. The center in Villarrica prints paperback books for the secondary student because they fit the curricula better and cost less than books printed by private companies. Both centers have weekly in-service training for their teachers and periodic meetings with teachers in surrounding schools. Villarrica has, in addition, a technical team, including a Peace Corps Volunteer, that visits area schools to observe and assist teachers to improve teaching methods. A coordinator for bilingual education visits area schools in Villarrica to work with teachers practicing bilingual education programs in grades one through three. Villarrica also provides a good example of decentralization. For other than teachers' salaries and construction, it has its own budget from secondary school tuition, and makes its own spending decisions. It informs the MOE of its expenditures.

The Regional Education Centers have not suffered the same salary pressures as other schools. Some have worked out creative methods of supplementing salaries. For example, through an agreement with the Itaipu Dam Authority, teachers at the REC in Puerto Presidente Stroessner receive a salary differential which makes their salaries commensurate with local salaries.

The town of Villarrica has a long tradition of intellectualism and dedication to education. Most education students come to this center from rural areas where teaching still serves as the principal avenue for mobility for girls, regardless of salary. However, of the six RECs, only Villarrica increased the number of teacher-training graduates between 1975 and 1980.

D. Curriculum Revision

1. Overall Description and Findings

The Ministry of Education sought to increase efficiency in the education system by making it more relevant. AID provided technical assistance to revise primary and secondary curricula accordingly.

Each new curriculum has four components in addition to the changes in traditional concepts and teaching methodologies. First, before a school can initiate the curricula, teachers and directors must have at least 2 1/2 months of training in theory and practice or graduate from of the new teacher training program. The MOE may then authorize the school to introduce the

new curricula. The second component requires a parent orientation program to introduce new concepts, strategies, and programs. The third component requires a more comprehensive assessment of students, promotion depends on attendance and average accumulated progress, not solely on final exams. Fourth, curriculum technicians integrate new textbook materials and innovative instructional practices into the new curricula.

By 1974, the Ministry had both primary and secondary curricula ready for implementation. The new curricula emphasize student participation in the learning process and attempt to meet practical needs for daily living. Nevertheless, the implementation of the reform has proven weak. The new curricula require texts and teaching materials for proper implementation; the production and distribution of these materials have proceeded slower than anticipated. Teachers need continual reinforcement in new teaching methods. In addition, the new curricula require more preparation time and initiative from the teacher. Early studies indicate that the revised substance of these new curricula has achieved measurable success in improving retention and promotion rates (Appendix F, Tables F-4 and F-5). However, teachers do not receive adequate compensation for the increased effort required.

With certain reservations, teachers find the new curricula more relevant and efficient than the traditional ones. They like the flexible teaching methods, and believe that the new curricula have improved student attitudes toward learning. They point to improvements in reading ability and comprehension. According to school directors and teachers, parents' initial concerns related to practical education and the promotion system. Parents wanted their children to learn to read and write, but expressed some concern about boys and girls learning occupations traditionally reserved for the opposite sex. (For example, they believe that only girls should have home economics and only boys, shop). They do not believe that teachers should promote students on attendance alone, as they do with first graders. Eventually, however, experience has somewhat allayed these misgivings.

The technicians designed the new curricula at primary and secondary levels to fit together in a continuum. However, the MOE has not always taken the steps necessary to ensure continuity. A student may graduate from the sixth grade using the new curricula and not find a nearby secondary school using them. Disparities in levels of learning as well as approaches to learning cause problems both for students and teachers.

2. Primary School Curricula

The new primary curricula grew out of USAID technical assistance in the late 1960s and early 1970s. Those curricula emphasize cognitive and affective learning and development of psychomotor skills; the traditional curricula emphasize cognitive learning. The new curricula use a multisensory approach, and recognize explicitly that children learn in different ways, learn through different senses, and learn at different rates of speed. These curricula encourage individualized and practical learning activities. For example, in courses such as shop, home economics, and agriculture, teachers place students in learning-by-doing situations. The experiences relate closely to the everyday life of the children. The traditional curricula stress memorization and repetition of what the student copies from the blackboard.

The MOE has introduced the new primary curricula into about 10 percent of the schools nationwide, but in certain zones the team found a higher rate of adoption. All loan-financed schools, for example, use the new curricula. In Villarrica and surrounding areas, 40 to 50 percent of the schools use the new curricula, while around Puerto Presidente Stroessner, slightly more than 10 percent of the schools have changed to the new curricula.

In implementing the new primary school curricula, teachers encountered several difficulties. Outside the RECs, few teachers have the variety of teaching materials required by the new curricula, unless they purchase or make the materials themselves. Furthermore, because teachers did not experience new-type curricula when they went to school, they find the new approach different and difficult for them to comprehend and use. Many teachers mix old and new teaching methods. The promotion system of the new curricula has gained least acceptance. It requires much more work by teachers, such as weekly assessments of each student and periodic tests. Furthermore, the increased work load has not been followed by a commensurate increase in teacher salaries.

3. Secondary Curricula

The secondary curricula emphasize relevance, active participation by students in the classroom, group work, library usage, and critical thinking. The new secondary curricula require a new type of teacher training, improved facilities, and a variety of teaching materials. The Ministry of Education decided to revise the curricula to ensure that a secondary school graduate had the requisite skills to enter the job

market. Previously, the MOE found itself with an education system geared to university preparation.

As at the primary level, the MOE has introduced the secondary curricula into 10 percent of the secondary schools, including all of the Regional Education Centers (Appendix F, Table F-3). At the RECs, the teachers using the new curricula impressed the team. Teachers involved the students in learning, and students responded with answers based on library investigation.

E. Textbook Development, Production, and Distribution

The government sought to produce an adequate supply of standardized and inexpensive textbooks keyed to the new curricula. The government planned to produce 480,000 copies of 19 primary textbooks and teachers' guides over a three-year period using financing from an AID grant. Teams of teachers with more than 10 years of experience, who had attended USAID-financed teacher training programs abroad, worked closely with curriculum consultants to write the texts. Between 1972 and 1975, the Ministry printed approximately 470,000 books for first, second, and third grades (Appendix F, Table F-11). World Bank funds helped to print a series of fourth and fifth grade texts between 1976 and 1980. Field observations indicated that teachers use the new textbooks for grades one through five in the few schools employing the new curricula. Many students, however, do not have the required texts.

Several schools reported that they received loan-funded textbooks for grades one through three from MOE in 1975-1976. Some schools use these books only as reference materials and do not distribute them to the pupils. In one non-USAID school, the director lent the books to the students for the first three years, and then gave the badly worn texts to students who used them the fourth year.

In the mid-1960s, prior to this reform, the MOE organized and simplified textbook production and use. Using USAID funds, the MOE printed nearly half a million textbooks. However, distributing books through zone supervisors proved inefficient and resulted in superficial penetration. In 1976-1977, the MOE began selling textbooks in the regional tax offices located throughout the interior of the country. These 165 branch offices of the Internal Revenue Service, put in place through the USAID-funded Cadaster Project in 1976, provide ready-made outlets for textbooks. Nevertheless, many schools still report difficulties in getting enough books, either because they have no tax office nearby or because the tax office does not stock an adequate supply of books. Some teachers travel to the

nearest tax office and buy a supply of books for resale to their students. The Villarrica Regional Education Center sells textbooks from its own bookstore.

Most of the teachers interviewed liked the new textbooks, and find them easier to use. Teachers believe that students devote more time to reading them. Students also like them; they find the books attractive, simple in layout, more closely related to lifestyles in Paraguay, and more interesting than previous texts.

In nearly all of the schools visited, students had access to the textbook used for reading instruction. If they did not have their own copies, they shared books with classmates. The MOE requires the purchase of at least the reading text, and students generally buy only this book. However, most teachers, especially in poor areas, do not require students to buy the books. The MOE sells books at cost in urban areas, and at 10 percent below cost in rural areas.

F. School Construction and Maintenance

Originally, the loan project planned to construct 120 public primary schools in rural areas--20 large, central schools and 100 smaller satellite schools, each housing all six primary grades. Studies had identified the lack of upper grades as a major cause of dropout between the first and sixth grades. The new schools would also facilitate attendance of students living in communities with the largest classroom deficits. The MOE also wanted to locate schools in communities that would maintain them properly. While making siting decisions, a census of students indicated that construction of 59 larger schools would serve more students more efficiently than would the 120 schools of the original plan. Inflation reduced the number of schools actually built from 59 to 32 schools (Appendix F, Table F-1).

The project assisted the MOE to design a six-grade school that has proven adaptable to many different site conditions. After six years, the buildings remain in good condition under almost exclusive community maintenance. The construction techniques and the design developed under AID loan assistance have become models for elementary school buildings in Paraguay.[4]

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[4]The MOE is using essentially the same design for the nearly 100 World Bank-funded schools it has built or plans to build since 1975.

The condition of these new schools stands as a witness to the communities' appreciation for the schools. The communities proved their interest in a school by providing and clearing the building site. Since completion of construction, all communities have improved their schools. Improvements range from adding furniture and playground equipment, to making costly additions. One director spent about $5,000 during the past six years to fence the school land to keep out cattle, install a concrete entrance way, varnish the bricks, replace defective wiring, and install a heavy-duty water pump in the well. She also persuaded her PTA that it should raise money for a full-time janitor because the PTA could not furnish labor to clean the school. Through direct contributions, entrance fees, school canteen, and parties, teachers, parents, and others have not only maintained but have also improved the schools left in their stewardship.

Members of the evaluation team visited 6 of the 32 AID-assisted schools and 16 other schools (Appendixes D and E). The AID-assisted schools have made education more accessible by reducing the real cost of attending school. These schools, located nearer to the students, increase the time available for farmwork, and reduce seasonal dropout. Having schools closer to students also decreases transportation costs and the discomfort involved in attending school. Children get to school by foot, bicycle, or horse. Many children have no shoes and will walk only a limited distance to school on frosty days. One gains the impression that the new schools have increased equity and access to education in the six communities visited.

The program implementors chose areas of acute classroom shortages for school construction. All schools operate two shifts and at least half of them also conduct literacy courses in the evenings. Nevertheless, with one exception, the classroom shortage persists in all areas served by the loan-financed schools.

IV. PROGRAM IMPACTS

A. Impact on Access and Equity

The evaluation team unanimously agreed that the 32 AID-assisted schools have improved access to education in their respective regions. Enrollment and retention rates through the sixth grade have risen in the communities with the new schools. Proximity of a six-grade school constitutes a major determinant in parents' decisons to keep their children in school. Studies indicate that children, particularly young males, make the largest contribution to production in small-farm families.

Significantly, the youngest males (age 6 to 12) make the largest farm contribution, particularly on intermediate-size farms (10 to 15 hectares).

Paraguay's average student-teacher ratio stood at 28 to 1 in 1979; the new schools average more than 40 students per teacher. The director of one school believes that 500 to 1,000 school-age children in her community still did not have access to schools. She added that without the new school, 500 less could attend. The decision to build loan-financed schools in the colonization areas north and east of Asuncia was consistent with the Government of Paraguay Axes of Development plan. It also complied with the requirement that development plans meet both equity and growth aims. The program focused on the areas of fastest economic growth and population expansion.

B. Impact on Student Achievement

Ministry of Education statistics show improvements in achievement under the new system. A recent study showed that in the subject areas of social life and communications; science, health, and work; and mathematics, 80 percent, 90 percent, and 89 percent, respectively, of new curricula students scored in the good to excellent range (scores of 3 to 5). In the same categories, only 74 percent, 80 percent, and 78 percent of traditional curricula students scored in the same range (Appendix F, Tables F-5 and F-6). Furthermore, teachers commented that not only does achievement appear to show improvement, but students also have become more open, more interested in learning and seeking information and vocational guidance. Constraints similar to those at the primary level also appear at the secondary level and provide specific reasons why more schools have not introduced the educational innovations. These include lack of equipment and materials required for the revised curricula, including textbooks and teachers guides.

C. Impact on Retention Rates

The MOE believes that retention rates are significantly higher in schools using the new curricula than those which do not. Empirical data were not available to prove this at the primary level, though they are available for the secondary level. Secondary school retention rates have increased from 40 to 52 percent in the period from 1969 to 1979, while the percentage of those graduating increased from 36 to 47 percent. Most outside observers of classroom activity also believe that a higher level of learning occurs in schools using the new curricula.

D. Impact on Supply of Teachers

Paraguay's rapidly growing economy absorbs more trained people than it can produce. Because teachers have received more education than most of the population, they often leave teaching to work for private firms. In addition, many graduating teachers never enter the profession. This forces the MOE to fill some teaching positions with secondary or even primary school graduates. Ministry statistics show that by 1980, the number of certified teachers had fallen to 79 percent. It appears that the economic boom and GOP budget priorities may have brought about a retreat from education reform at the teacher-training level.

E. Impact on Women

Paraguay has no institutionalized obstacles for women in education. Women make up nearly 50 percent of enrollments in primary and first cycle secondary schools. In the second cycle of secondary school, girls generally choose humanities; few go into commercial studies. After secondary school, most rural women enter education as an easily accessible avenue of mobility that does not necessarily require moving away from home. Women comprise nearly 95 percent of teachers, and most of the school directors, district supervisors, Ministry of Education personnel, and department heads.

F. Conclusions and Recommendations

Most teachers in Paraguay show dedication and commitment to their profession. Traditionally, Paraguayans place great value on education, and teachers, as well as parents, make sacrifices to support this value. But teachers need more than psychic rewards to subsist. The dedication of teachers to the requirements of their profession, in spite of low salaries, impressed the team. But, if teachers' salaries continue to lag, the teaching corps will consist of only second income earners. A teacher cannot support a family on just his or her salary, even by teaching two shifts.

The new curricula are "officially" in use in only 10 percent of schools nationwide in Paraguay. They are being used in all AID-constructed schools, and the team learned that the GOP also intends to implement them in the new schools to be constructed under IBRD and IDB loans. Nevertheless, the slow expansion of the new curricula in other areas is discouraging and also undermines broader reform. Teachers receive preservice or

inservice training in the new curricula but then are forced to use the old teaching techniques and curricula because the region or district where the school is located has not yet been accepted into the new system. Not only is it discouraging to the teachers, but newly acquired skills begin to atrophy from lack of use, and productivity may decline. Disillusionment with the entire system then may increase.

The issue of equitable and efficient production and distribution of textbooks and teaching materials still needs to be resolved. AID planned to build upon the MOE's already proven capability by financing the printing of 480,000 primary grade textbooks. Proceeds from student sales and rentals would establish a rotating fund to defray reprint costs. Cost escalation forced curtailment both of the grades covered and the number of texts printed: the MOE reprinted texts for grades one through three and printed new texts only for grade four. Many students in primary schools, particularly in rural areas, remained without texts at the time of this fieldwork.

After more than a decade of experience, the MOE still does not finance reprinting of texts and materials. The sales and distribution system does not yet work effectively, thus undermining the new curricula. Continued financing by international donors does not provide a permanent solution. The MOE needs to develop a book sales or rental system that gets books to students and returns sufficient funds to the MOE to reprint the books.

Responsibility for the maintenance of the schools rests largely with the parents and the community. The team saw no evidence of a nationwide building maintenance plan nor a specific fund at the ministerial level earmarked for school maintenance. Funds for school construction continue to come almost solely from the community and international sources. While the MOE has the technical capacity to design, locate, and construct schools, it has no budget to do so. Until the GOP increases the percentage of the national budget devoted to education to an amount closer to the 20 to 25 percent common to most of Latin America, the Ministry has virtually no recourse but to borrow abroad to extend educational access.

V. LESSONS LEARNED

1. Paraguay provides an excellent example of local citizenry impact on educational development and reform. The classrooms have increased access to education. The communities, however, received these classrooms by contributing resources--land, time, and dollars--not available from other sources. The Paraguayan's intrinsic demand for education provides the engine

to move its self-help school system forward. The communities have improved the school buildings and taken measures to retain teachers. Local leadership and resources have determined the extent and quality of education in Paraguay. (See "School Profiles," Appendix E.)

2. While the 20-plus years of U.S. aid to education provided the skill and philosophic underpinnings for success, it did not create a catalyst. The plan and its accompanying Diagnosis of the Educational System came from the indiviudal who became the new and dynamic Minister of Education in mid-1968. The lesson? You have to have more than the right people with the right skills in the right places at the right time. The people, the skills, and the positions were in place for some time. The new committed Minister provided the political catalyst needed to mobilize the talent. The Minister's leadership and constancy of purpose, coupled with the significant contributions by communities, ensured the beginnings of education reform. However, without greater host country commitment to institution-building and policy reform, success will remain elusive.

3. GOP budget priorities threaten not only the curricula reforms, but also the integrity and vitality of the educational system. Unless the percentage of the national budget allocated by the host government to education achieves a realistic and effective level, development in the education sector will remain erratic, reform will progress sporadically, and real growth that occurs will remain dependent on irregular donor assistance. In Paraguay, the continued underbudgeting for public education threatens to unravel the achievements of AID, the MOE, the low and lagging teachers' salaries, and the insufficient flow of materials and text to the teachers and students call for immediate action.

4. Despite a temporary increase in the percentage of the national budget allocated to education (a requirement of the loan) from 13.3 percent to 14.7 percent during the loan disbursement period from 1970 to 1975, by 1979 the percentage had decreased again to 13.4 percent. Clearly, AID's loan did not prove successful in leveraging any major reallocation of the percentage of the Government of Paraguay budget devoted to education. It also seems apparent that once the loan was disbursed, AID did not pressure the IBRD or the IDB, both of which remained active in the education sector in Paraguay, to insist that the government allocate more of its budget to education. The Mission was rendered even more powerless by the unilateral U.S. decision to close operations in Paraguay.

5. AID's assistance to Paraguayan education has had an impact on both the quality and equity of the education system. However, the reform is limited in scope and implementation.

The Paraguayan education system is an integral part of the dynamics of Paraguayan development. The 1970 loan/grant effort continued a history of U.S./Paraguay collaboration in education dating back to 1945. The early SCIDE and REDP programs developed the educators and nurtured the educational philosophy that found full expression in The Plan for Educational Development 1969-1980. Success in Paraguay depends on an old but too often forgotten lesson: institution-building and policy redirection depend largely on consistency of purpose for success. One step remains, however: continuation and expansion as well as further refinement. The Government of Paraguay must take that step. While aid donors may contribute to this effort, the government must clearly assume financial responsibility and a strong leadership role.

APPENDIX A

EVALUATION METHODOLOGY

EVALUATION METHODOLOGY

The Paraguayan team consisted of four members--two AID/Washington staff, an education consultant, and a Peace Corps Volunteer teacher assigned to Paraguay. All had many years of experience in Latin America and spoke fluent Spanish. One AID officer had spent five years as loan officer in Paraguay. In Paraguay, the education specialist at the AID Mission, Heriberto Coronel, proved especially helpful in setting up meetings with the Minister of Education and other Ministry department heads. He provided useful assistance in the field because he is bilingual in Spanish and Guarani. In addition, the team contracted the Sociological Studies Center to provide two people to work with them in the field and to analyze relevant material.

The specific methodology of the impact evaluation involved four stages: review of documents and discussion of procedures, interviews with Ministry of Education personnel and others in Asuncion, field interviews and observations, and report writing in Paraguay and in Washington.

Initially, the team preferred dealing with the nonformal education projects undertaken since 1975, but none of these has been in operation long enough to have had any measurable impact. The team decided to evaluate the impact of the only AID loan to education in Paraguay (1970-1975) because it culminated a long series of U.S. interventions in the formal education sector and became the catalyst for qualitative as well as quantitative expansion of the rural primary education system. Another reason for the choice is that AID currently was examining the advisability and feasibility of returning to aid the formal education sector.

Phase one of the evaluation had certain limitations. Job constraints kept the AID members from reading many of the project documents. However, the consultant prepared a report synthesizing the reading and suggesting evaluation procedures which the AID team members read prior to departure.

The AID team and center experts created questionnaires for each group to be interviewed: teachers/directors, supervisors, students, parents, and Regional Education Center personnel. In practice, it turned out that team members concentrated on questions and observations in their special area of interest--access, construction/maintenance, curriculum/teacher training, and bilingual education. During the evening discussion sessions team members pooled their information. As a result, the questionnaires served more as frameworks for questions than precise tools for information gathering. From the information

each person obtained, the team drew school profiles (see Appendix E).

During the first week in Paraguay, besides writing the questionnaires in collaboration with center experts, the team interviewed the Minister of Education and Ministry department heads for the areas, both formal and nonformal, of concern to the evaluation. (See the list of those interviewed in Appendix C.) Upon completion of the fieldwork, team members returned to talk with particular Ministry personnel to clarify or expand information gathered. Mr. Coronel and Ministry people also helped obtain documents unavailable in Washington.

Originally, the team wanted to visit very rural, almost inaccessible, schools, as well as loan-constructed schools, but two factors changed the plan: (1) time constraints and (2) the assurance that most people in Paraguay live within 20 km of a road. For other than the hinterlands of the Northeast and the Chaco, this appears true.

At first the team also planned to cover geographic areas in each development axis radiating from Asuncion--each member would go to a particular one. But after the team members arrived in Paraguay, Mr. Coronel and the two center experts convinced them that there was no need to travel far and wide to observe variety. Also, the idea of all going to a central area, separating to visit various schools, and then gathering for evening discussions seemed more feasible.

The team decided to visit four areas. Two areas, Villarrica and Puerto Presidente Stroessner (see map), included Regional Education Centers, long a focus of U.S. aid. Villarrica presents a fairly traditional, conservative area not as severely affected by the economic and social changes created by the dam project. Villarrica also provided observation of nonloan-constructed schools. Stroessner and environs lie close to the dam site and receive its full impact. The third area visited included loan-constructed schools in Caaguazu and Alto Parana. The fourth area, Paraguari, provided an opportunity to observe the new bilingual education project in operation as well as typical Paraguayan rural schools.

To avoid bias as much as possible, schools and supervisors had no advance notice of the team's arrival except at the Regional Education Centers. The team did travel, however, with the necessary approval of the Minister. The team checked in with area supervisors before visiting rural schools. Supervisors provided information and guidance in the feasibility of reaching a school in session. Each group visiting a school included someone who could speak Guarani; many parents and children speak no Spanish. Because of the time involved in finding and approaching parents, few were interviewed.

The Peace Corps Volunteer proved to be a valuable member of the team. She was familiar with the areas and the school system. Therefore, she interviewed teachers, helped develop the school profiles, and wrote the section of the report relating to the use of textbooks.

During the last part of the third week, two team members and the two center experts wrote their respective sections of the report. The team leader had been recalled to Washington at midpoint in the evaluation. The draft was completed in Washington by members of the Office of Evaluation, Studies Division, Bureau for Program and Policy Coordination.

APPENDIX B

AID EDUCATION ASSISTANCE TO PARAGUAY

AID EDUCATION ASSISTANCE TO PARAGUAY

Paraguay views education as an essential aspect of its social and economic development strategy. Based on the premise that an increase in qualified manpower would lead to increased production, the development plans included both growth and equity aims. The Government of Paraguay sees education as a way to help sustain a high economic growth rate.

In 1968, education and the overall development process within Paraguay began to evidence a new dynamism. The government conceived a new approach to regional development that stressed rural colonization supported by integrated infrastructure investments. Development projects supporting colonization would fan out along the four Axes of Development that radiate along each of the compass points from Asuncion. The north and east axes were to receive priority in development programs.

After dissolution of REDP, AID had wanted to expand its role in education through loan financing of those elements already successfully pioneered. SCIDE and REDP already had laid the groundwork and AID desired to retain the momentum achieved. Not until 1968, however, when Dr. Raul Pena became Minister of Education, did cooperation between AID and MOE become active again. This rekindled cooperative spirit led to MOE's publishing two planning documents in mid-1969 that relied heavily on reforms pioneered earlier by AID and MOE: A Diagnosis of the Educational System and The Plan for Educational Development 1969-1980. The Plan called for higher standards of educational quality, increased access to education, and increased training of mid-level managers and technicians. The Plan also addressed the problem of rural/urban discrepancies in enrollment patterns. These documents have played a major role over the last decade in guiding MOE and international donor agencies in defining their educational investments in Paraguay.

In June 1970 the Minister of Education submitted a formal request for financial assistance for "education development and improvement."[1] AID responded with the Educational Development Program loan that committed $4.2 million in loan funds and $300,000 in grant monies; the Government of Paraguay set its contribution at $1.8 million, bringing the total to $6.3 million. The loan was signed October 1, 1970; the terminal disbursement date was February 29, 1976, although the loan was originally expected to continue for only three years. The loan

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[1]Letter to USAID/Paraguay from Dr. Raul Pena, dated June 4, 1970.

was seen as the first stage in implementing the Ministry of Education's sweeping education reform plan. The stated purpose of the loan was to finance "a program of qualitative and quantitative improvements for selected elements of the Paraguayan public school system."[2]

The loan emphasized the integration of several budgetary, administrative, and curriculum changes: an increase in the percentage of the national budget allocated to education, training of supervisors and administrators, curriculum revision, teacher training and retraining, new school construction, and provision of adequate teaching materials and textbooks--all familiar goals in the context of the long history of United States/Paraguay cooperation in the education sector. The decision to recommend a second loan would depend on the results of this first loan.[3]

Other United States/Paraguay cooperative projects followed this one before the United States decided to terminate further bilateral assistance to Paraguay. The rural nonformal education project (1975-1978) sought to establish a nationwide nonformal education program to provide the rural population with effective methods of technology transfer in the areas of agriculture, construction, nutrition, and sanitation. The rural radio education project (1976-1980) sought to establish a pilot rural radio education program for grades four to six.

The education development loan attempted to strengthen the education system in Paraguay. In some ways, the curriculum had become irrelevant. In addition, the facilities had become inadequate. At the time of loan negotiations, only 20 percent of rural primary schools offered all six primary grades (rural schools often had only grades one through three and were overcrowded). Less than 18 percent of those entering grade one finished grade six (retention rate). The curriculum did not fit the needs of the noncollege bound. The MOE generally acknowledged that few teaching materials and textbooks were available and that teachers had received inadequate training in the use of these materials. In addition, the MOE had an inadequate planning capacity, received insufficient funding, and had

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[2]AID Memorandum for the Development Loan Committee on Paraguay's Educational Development Program, AID/DLC/P-914, June 17, 1970, p. i.

[3] AID Memorandum, p. i. This second proposed AID loan was delayed and eventually became caught up in the overall decision to terminate bilateral aid to Paraguay. This gap in financing has been largely filled by the World Bank and the Inter-American Development Bank.

an overly centralized administration that did not respond to local needs. To combat these perceived failings, the loan covered the projects discussed below.

The loan would finance two new Regional Education Centers (REC) and upgrade an existing school to REC status, raising to seven the total number of RECs in Paraguay. The RECs would serve several functions. They would operate classes from preschool through normal school level. They would also serve as models for other schools in the seven cities and surrounding countryside. They would become the vanguard in providing education at the secondary school level that would lead to scientific and technical vocational careers. RECs would also serve a decentralizing function and make the school system more responsive to local needs. The completed network of seven RECs would directly reach 10,700 students while indirectly affecting 140,000 other primary and secondary students--about one-third of all students in Paraguay.

The two new centers were to be built at Puerto Presidente Stroessner and Pedro Juan Caballero, along the east and north Axes of Development. Puerto Presidente Stroessner is located in Alto Parana, the most rapidly growing department. At the time of the loan commitment, its growth rate was four times that of the rest of the country, it had one of the highest student/teacher ratios in Paraguay, and secondary enrollment was below the national average. Pedro Juan Caballero was also located in an area, Amambay, that was growing faster than the national average. During the 1962-1968 period, primary enrollment increased by 50 percent and yet attendance rates remained below the national average. Converting the school complex at Pilar to REC status would enable that area to participate in the secondary school cycle and normal school reforms, without the expense of constructing an entirely new REC.

A Superior Institute of Education (SIE) was planned to facilitate general educational reorganization. It would provide high-quality teacher training and improve secondary school teachers. The reorganization called for limiting teacher certification training to the normal school programs in SIE, the RECs, and in a few special Teacher Education Centers. The MOE would then convert the other normal schools throughout Paraguay to secondary schools. SIE would also develop new courses to train supervisory personnel, to train teachers in special areas such as science and math, to provide in-service teacher training, and to develop new teaching materials and curriculum programs.

At the primary level, the major goal was a substantial reduction in the dropout rate which was exacerbated by lack of schools. The loan provided for the construction of 120 primary (grades one to six) schools to increase access and equity.

This was to include 20 central schools and 100 satellite schools, all within the spheres of influence of one of the seven existing or proposed RECs. These schools were all to be involved in the curriculum reform program as it developed at the MOE, SIE, and REC levels.

The schools were also to receive new textbooks and teaching materials to be funded under this grant and loan. An earlier AID grant was to provide 180,000 textbooks for grades one through three; this was to be followed by 480,000 copies of 19 books for grades four, five, and six funded under this new loan which were to be distributed in rural areas of greatest need.

Thus, the AID grant/loan would (1) cover construction of new primary school buildings, RECs, and the SIE; (2) facilitate the overarching goals of administrative and budget reform, teacher training and retraining, and development of new curricula; and (3) assist in the production and distribution of new teaching materials and textbooks needed to support the reforms. There was also a technical assistance component to the loan that included 15 Peace Corps Volunteers to work in the RECs in teacher training and assistance.

APPENDIX C

PERSONS CONTACTED

USAID/Washington

James Singletary, Education Officer, Bureau for Latin America and the Caribbean
Frank Mann, Education Officer, Asia Bureau
William Rhodes, Desk Officer, Paraguay
Christina Schoux, Deputy Chief, East African Division of Office of Development Resources
Max Williams, Food for Peace, Former Education Officer/Paraguay

AID/Washington Personnel

Sue Hoben
Sandra Malone
Bernice Goldstein
Chris Krueger
Marion Kohashi Warren

USAID/Paraguay

Paul Montavon, Mission Director
Heriberto Coronel, Education Project Specialist

Ministry of Education

Dr. Raul Pena, Minister of Education
Licda. Margarita Ortiz de Salcedo, Education Planning Department
Prof. Jorge Centurion, Curriculum Department
Dra. Arminda Ruiz Pavetti, Regional Education Centers Department
Dr. Juan E. Rivero, Secondary Schools Department
Licda. Mabel Palacios, Teleducation Department
Dra. Martina Cardenas, Superior Institute of Education

Supervisors

Guaira-Villarrica--Ana Maria Caballero de Estigarribia, Zone A
Ilda de Oviedo, Zone C
Paraguari-Carapegua--Veda de Aquino, Zone B

Regional Education Centers

Villarrica, Licda. Iliana Farina, Director
Puerto Presidente Stroessner, Dra. Guillermina Nunez de Baez

National Professional Promotion Service (SNPP)

Dr. Tito Zavan, Chief, Studies Program

Paraguayan Center for Sociological Studies

Dr. Domingo Rivarola, Director
Licda. Grazziella Corvalan, Assistant Director/Investigator

Bilingual Education Project

Dr. Robert Rebert, Advisor

Peace Corps/Paraguay

John Hurd, Co-Director
Anne Hurd, Co-Director
Margaret Bangham, Volunteer
Michael Foster, former Volunteer (IDI-AID/Washington)

APPENDIX D

SCHOOLS VISITED

Alto Parana

Regional Education Center (AID), Puerto Presidente Stroessner: Director of Teacher Training; Director of Secondary--diversified; Director of Secondary, basic; Director of Primary; School Secretary

Moises S. Bertoni (AID), Puerto Presidente Franco: director and teachers

Km. 4 (non-AID), Monday, Puerto Presidente Franco: director and teachers

Km. 5 (non-AID), Monday, Puerto Presidente Franco: teacher

Jorge Ruben Pena (non-AID), Km. 7, Monday, Puerto Presidente Franco: director and teachers

Alvar Nunez Cabeza de Vaca (AID), Hernandarias: teachers

Dona Heriberta M. de Stroessner (AID), Hernandarias: director and teachers

Mariscal Francisco Solano Lopez (AID), Caarendy: Dr. J. L. Mallorquin, director and teachers

La Residenta (AID), Juan E. O'Leary: director and teachers

Caaguazu

General Bernadino Caballero (AID), Arroyo Morroti, Caaguazu: director and teachers

Juan Romero Gonzalez (AID), Capillita, Hugo Stroessner: director and teachers

Cordillera

Ojo-poi (non-AID), Ycua-oyta, Pirebebuy: director and teachers

Guaira

Regional Education Center (AID), Villarrica: Director, Director of Teacher Training, Director of Secondary, Technical Team, Coordinator of Bilingual Education

Francisca Yegros de Carpinella (non-AID), Costa Mbocayaty: director and teachers

Pabla de Vega (non-AID), Papso-pe, Villarrica, teacher

Manuel O. Guerrero (non-AID), Barrio San Miguel, Villarrica: director and teacher

Cervantes, (non-AID), Villarrica: teacher

Loma Bareta, (non-AID): teacher

Tuyutimi, (non-AID): teachers

Digna E. Benitez (non-AID) Mbocayaty: teacher

Nandu-cua, (non-AID): teacher

Paraguari

Atanacio J. Gonzales (non-AID), Calisto, Carapgua: director and teachers

Prof. Julio Frontanilla (non-AID) Costa Primera, Paraguari: director, vice director, teachers

Teniente 1,Lesme Nicarol (non-AID), Pampliega, Paraguari: teachers

APPENDIX E

SCHOOL PROFILES

1. Name: Regional Education Center

2. Location: Puerto Presidente Stroessner, Alta Parana

3. Completed: 1976

4. Condition:

Excellent. (Some tiles needed resetting. Weather and other factors cause the small tiles on the walkways to come out. The director had them reset.) The directorate of the school and the community continue to make improvements to the school.

5. Classrooms: Classes contain 40 to 50 students

6. Enrollment:

Total	1,946
Primary	777
1st cycle secondary	590
2nd cycle secondary	546
Teacher training	33

7. Sessions:

Preprimary, Primary--Two Secondary--Three:	Morning	442 students
	Afternoon	427
	Evening	300

In addition, 110 adults take literacy courses in the evening.

8. Teachers:

The school has no problems recruiting and retaining qualified teachers because teachers will receive differential pay from the Itaipu Dam Authority until 1983.

9. Source of Funds:

Fundraising activities are carried out jointly by teachers and parents, the school canteen, Itaipu Dam Authority, local businesses, the municipality, and perhaps others.

10. Community Participation:

The community supports the school and the school furnishes its facilities to the community. The school has so many students from families working on the Itaipu Dam that the Itaipu Authority pays the differential between the teachers' salaries and those of other professions. Fundraising

activities have permitted continual improvement of the school and the planning of future improvements. Improvements include adding curtains so that films can be shown in the auditorium during the day, installing basketball hoops, and adding to science laboratories. These teachers exude enthusiasm for the school and seem highly motivated to make it one of the best in the country.

11. Social Characteristics of Families:

A study completed by the school social worker, based on 175 interviews, concluded that: most of the students were born in the interior; 31 percent of student families have per capita annual incomes in excess of $550; 61 percent have per capita annual incomes that range between $250 and $549; 8 percent have incomes below $250; 50 percent of the students show signs of emotional stress such as thumb sucking, biting their fingernails, fear, and nightmares; 70 percent of students' parents did not complete primary school; 23 percent completed primary school and attended secondary school; 7 percent cannot read; and 18 percent of students come from broken homes.

12. Dropouts: No information.

13. New Curricula:

The new curricula are used at all levels. Teachers are trained in the new methodology and are very enthusiastic supporters. There are many examples of teaching materials in classrooms. Students in secondary school participate in science experiments, use the library, etc. From fourth grade on, all students work in shop, home economics, and agriculture.

14. Teacher Training:

All teachers are first category. All have been trained in the new curriculum, and every 15 days, technicians come from Asuncion to continue training teachers.

15. Books:

Most students have the reading books. There is one library for primary and secondary, which is used for working on reports or, in secondary, for checking out books.

16. Impact:

The location of this school is such that it has received much of the population influx produced by Itaipu activities. Thousands live in houses built by Itaipu for

workers on the dam. Itaipu also built some schools to relieve the impact of the influx of workers and it subsidizes others through payment of salary differentials to teachers and other contributions. The location of this school near the Itaipu houses for lower income workers has enhanced its value to Itaipu. All schools in the area work at double shift capacity. This school attracts students from lower income families because of the low tuition charge. Higher income people send their children to parochial schools which charge about $50 per month tuition.

17. Television:

Brazilian television channels begin broadcasting at eleven in the morning whereas Paraguayan channels begin at six in the evening. This broadcasting schedule, plus the Brazilian televising of cartoons and cowboy shows, induces most Paraguayan children to watch Brazilian television programs and contributes to their learning Portuguese.

18. Language:

For most students, Guarani is their first language, but most also speak Spanish. Teachers have to make explanations in Guarani. Other students speak Portuguese as a first language. Most of the younger students seem to speak or understand Portuguese as well.

19. Other Comments:

Several people we talked to in Stroessner ranked the regional center among the three top schools in Stroessner. The other two are private schools.

The teacher training institute only started this year because the directors were not sure there was enough interest in the area to support it.

Non-AID School

1. Name: Atanacio J. Gonzales 464

2. Location: Calixtro, Carapeguay, Departamento de Paraguari

3. Completed: 1965

4. Condition: Very Good

5. Classrooms: 3

6. Enrollment: 186

7. Sessions: 2

8. Teachers: 3

9. Source of Funds:

   Community projects and activities, the canteen

10. Community Participation:

    The director convinced the community of the need for a TV in school. In six months' time, through various activities, the community raised $280 for the TV. It is used as a teaching aid and reward. The director holds at least five meetings a year with parents of students.

11. Social Characteristics of Families:

    Most are poor. Most are small farmers.

12. Dropouts:

    Generally those very few who move to other towns; 70 percent pass.

13. New Curricula:

    The school has had bad experience with the new curricula, which took more work than teachers had expected. The new curricula were first introduced in first and fourth grades, but were not successful in fourth. They are now being introduced to one grade only each year. First and second grades use the new curricula. Teachers use TV and cassettes as learning aids. Traditional methods are still used in third to sixth grades. This school participates in the experimental bilingual education project of the Ministry of Education.

14. Teacher Training:

Supervisor visits weekly, helps with problems. Short courses are given to teachers.

15. Books:

Trouble getting enough textbooks. The tax offices do not always stock enough. More than 80 percent have their own books. Those who do not, copy from the blackboard.

16. Impact:

Use of cassettes (acquired from MOE) and TV is a novel approach here.

17. Television:

Used daily in afternoon session of school as a teaching aid.

18. Language: Spanish with explanations in Guarani.

19. Other Comments:

Director has two or three meetings weekly with 33 fourth graders to study fables and stories in Spanish and to perform plays and dramatic readings in Spanish.

Students used to miss school because of farm work, but through orientation of parents, the problem was eliminated.

1. Name: Alvar Nunez Cabeza de Vaca No. 273

2. Location: Hernandarias North, Alto Parana

3. Completed: 1975

4. Condition:

   Structure well maintained. There was paper scattered over the playground, dust on the walkway, the shop was unswept, and equipment was not in the cabinet. The door was left open. The water pump was not working, and classrooms were dirty.

5. Classrooms: 6

6. Enrollment: 500

7. Sessions: Two plus a night session in adult literacy.

8. Teachers: Six plus one industrial arts teacher.

9. Source of Funds:

   School canteen run by teachers. It nets from $20 to $50 per month.

10. Community Participation:

    The community donated the land for the school. Three years in a row, PTA presidents have absconded with money from fundraising activities. When a raffle failed to come off after selling the tickets, the teachers received the blame. Right now the president of the association has about $70 of the school's money which the teachers cannot get. The teachers have abandoned the idea of working with a parents' association and rely only on the income from the canteen. They do not plan to organize a parents' association next year.

11. Social Characteristics of Families:

    One teacher interviewed estimated that 30 percent of the students come from households headed by women. The town suffers growth pains caused by the Itaipu dam project which has attracted hundreds of families from most areas of Paraguay and parts of Brazil. Brazilians make up about 6 percent of the student body. With both parents working in most families it is difficult for them to participate in school activities and to become attached to the program. In addition, up to 15 percent of the families with children in this school arrive and leave each year. Many new people

have come to Hernandarias. This has added another language, Portuguese, to the Spanish and Guarani already spoken there. The school serves the middle- and poor-income classes. The high income people send their children to Catholic schools which cost about $50 per month per student. This school charges $1.20 per year.

12. Dropouts:

About 15 percent drop out each year to accompany their parents who move on to other jobs.

13. New Curricula:

The school uses the new curricula up through fourth grade. Next year, the fifth grade will be added; the following year, the sixth grade. The school promotes 70 percent or more of the students each year.

14. Teacher Training:

All teachers have teaching certificates (first category). The zone supervisor visits the school two or three times a year to meet with all the teachers to explain any changes coming from the MOE, review the school books and observe the children's work. Each month the teachers go to Stroessner for seminars on teaching.

15. Books:

Most students have reading books. Few have other textbooks. They cannot afford to purchase them. The teachers believe that students can copy the exercises from other books and from the blackboard, and therefore encourage students only to purchase the reading text. The teachers buy the books in Stroessner and sell them to the students. The MOE gave the school 80 books in 1975 for the first and second grades. The school also has textbooks and shop tools provided by UNICEF. All children have pencils and notebooks, and all classes have blackboards and chalk. The fifth and sixth grades use traditional books because those for the new curricula are not available.

16. Supervision of Satellite Schools:

The school supervises about 14 satellite schools. We got no further information because the director was visiting schools in the interior.

17. Impact:

The school has helped to absorb the influx of students into the area. All schools in Hernandarias run two sessions of school per day and have classes averaging more than 40 students. The director of the other AID school in Hernandarias estimates that from 500 to 1,000 children have become "lockouts." Without this school, another 500 would have also become "lockouts."

18. Television:

Many students have become regular watchers of cowboy programs and cartoons which are broadcast over the Brazilian television channels.

19. Language:

The teachers use Spanish with explanations in Guarani. By the sixth grade, teachers rarely need to use Guarani to explain Spanish words. The Brazilian students have to learn Spanish with almost no explanations in Portuguese. Perhaps they get help from Paraguayan students in the area who have a fair command of Portuguese because of their contact with Brazilians and Brazilian television.

20. Other Comments:

The industrial arts teacher graduated with 19 others in 1976. Of that class, only 10 remain in the teaching field. Higher salaries have had a special attraction for industrial arts teachers.

One teacher said the major cause of many of their problems, such as lack of gardens, and unclean classrooms, is the lack of water. The pump broke in 1976 and has never been repaired.

1. Name: Dona Heriberta M. de Stroessner

2. Location: Hernandarias South, Alto Parana

3. Completed: 1974

4. Condition:

Excellent. The director overcame the pump problem faced by many AID-financed schools we visited. She put in an industrial motor and replaced the water pipes. She also has made other improvements.

5. Classrooms: 6

6. Enrollment: 550, average class has 35 students

7. Sessions: 2 plus adult literacy at night

8. Teachers: 6--all are first category

9. Source of Funds:

Tuition proceeds	U.S.$240.00
School canteen	850.00
PTA contributions for janitor and cleaning supplies	1,000.00
San Pedro party	240.00
Other activities	N/A
Total income for 1980 about	U.S.$2,900.00

10. Community Participation:

The municipality donated the land for the school. Community participation has enabled the director to make many improvements to the school such as: adding a sidewalk in the previously muddy school entrance, installing a fence around the school to keep out cattle, varnishing the bricks, rewiring the school, and installing an industrial water pump. These items have cost a total of U.S.$4,800 over the past six years. In addition, PTA activities raise funds to pay a full-time janitor.

The director abolished the PTA when she arrived because its president had caused problems for the previous director and eventually caused her to resign. In its place, the director has established an organization of parents and teachers. The teachers make assignments to parents and organize fundraising activities, which parents and teachers carry out together. She has also received the parents' support to increase tuition costs to 15 cents per month per

student to pay for janitor services. Since both parents of most students work, they find it difficult to provide labor for maintenance activities on a regular basis.

11. Social Characteristics of Families:

The families of the students attending this school track those of the Alvar Nunez Cabeza de Vaca in Hernandarias (north). Section II of the profile for that school sets forth those characteristics.

12. Dropouts:

About 5 percent drop out of school each year. Most of these students move to other areas.

13. New Curricula:

This school employs the new curricula through fourth grade. Each year another grade begins using the new curricula and the teacher receives prior training. Practical areas are part of both the traditional and new curricula, the only difference being that those using the new curricula combine both sexes in each area, while those using the traditional curricula separate the sexes (boys to shop and girls to home economics).

14. Teacher Training:

Teachers in this school attend a training session each month.

15. Books:

Most of the children, about 70 percent, have the reading textbook. The children can copy information contained in the textbooks from the blackboard. The director will give notebooks and pencils to students who cannot afford them. Children using the new curricula use books produced for it. Others use the older books.

16. Supervision of Satellite Schools:

The director of this school supervises 19 schools. The Brazilians take even their smallest children out of school to help with farmwork. The director has tried to work around this problem by encouraging teachers in these schools to cover the more difficult materials during periods when farmwork will not interrupt the children's school attendance.

She meets with teachers in satellite schools about once a month after she has met with the supervisor in Stroessner.

17. Impact:

(See the school profile for the Alvar Nunez Cabeza de Vaca school in Hernandarias.)

18. Student Comments:

Some boys we visited said that most students understand Portuguese.

19. Television:

The boys interviewed said that they watched cowboy programs on Brazilian TV.

20. Language:

(See section 20 of the profile for the Alvar Nunez Cabeza de Vaca School).

21. Other Comments:

Comparison of the two schools in Hernandarias shows how a director can influence the operation of a school. Both schools have similar problems; however, one school has overcome them. This director has joined teachers and parents into an effective fundraising group starting from a point where the PTA had exerted a negative force on the teachers. She has the pump working; the other school has not had the pump working since it broke down in 1976.

Both schools receive students from families with similar characteristics. The critical difference between the two schools seems to be the quality of management.

1. Name: Escuela Graduada #30, Moises Bertoni

2. Location: Presidente Franco, Alto Parana

3. Completed: 1975

4. Condition: Excellent

5. Classrooms: 12--Kitchen used as classroom

6. Enrollment: 1,176--40+ students per class

7. Sessions: 2 plus literacy classes in the evening

8. Teachers:

   13 full time, 1 part-time art teacher, and the director

9. Source of Funds:

   Tuition, U.S.$1.60 per year, and income from school canteen

10. Community Participation:

    PTA activities have raised money to pay the salary of one teacher and the janitor. These funds also provided a sidewalk 73 meters by 1.5 meters (parents raised U.S.$640; the municipality furnished sand and gravel). The director has organized a separate parents' committee for each grade in order to get more participation. The director believes her students' parents and the municipality committees will raise the funds needed to keep the school properly maintained. The director has lived in the community all her life.

11. Social Characteristics Of Families:

    About 20 percent come from fatherless households or have become stepchildren. The majority work for construction companies and earn an average of $250 per month plus a monthly housing allowance of $75. Some students come from small farms of up to five hectares of cultivated land. The high income families run small businesses; other activities include marketing and transportation.

12. Dropouts:

    Large turnover of students. Most transfer to or come from other schools.

13. New Curricula:

Parents did not like the new curricula at first. Now they approve of the new curricula, but not of the promotion system. Parents believe their children should repeat a grade until their academic skills reach the appropriate level instead of being promoted primarily on the basis of attendance. Some parents object to their daughters taking woodworking shop and their sons taking homemaking skills. (They did not want the girls to become carpenters.) Parents now have stopped objecting. About 80 percent of the work involves use of the new curricula.

The methodology used is a mixture of old and new curricula. The promotion system is difficult, especially for first grade. Second graders can pass without learning.

14. Teacher Training:

The director prefers the three years of teacher training. Turnover of teachers is high because husbands may leave the area. None except the director was born there. All are first category. Receive training now through monthly seminars from the director or supervisor.

15. Books:

Most children have access to a reading book. They can copy other information they need from the blackboard if they cannot afford other textbooks.

16. Supervision of Satellite Schools:

Meets with teachers of satellite schools once a month after a meeting with the supervisor. Covers what was discussed with the supervisor, teachers' problems, or administrative or technical matters. She does not visit schools.

17. Impact:

Curricula--parents believe that without exams, the students do not learn (fewer think so each year). Achievement has improved as teachers learn more about how to use the new curricula.

18. Student Comments:

Two were interviewed (ages 9, 10). They read newspapers and books at home, and watch TV; both plan to continue studying.

19. Television:

Students do watch TV, many have them, and many are influenced by the Brazilian cowboy shows.

20. Language:

Nearly all speak Guarani. By sixth grade many speak Spanish. Some speak Portuguese.

21. Other Comments:

Overcrowded because teacher training classes are also held here. Some classes are held in the corridor.

Non-AID School

1. Name: Graduada 1512, Satellite School for Bertoni

2. Location: Km 4, Monday, Alto Parana

3. Completed: 1960 with recent addition

4. Condition: Fair--brick and wood

5. Classrooms: 3 (grades 1-5)

6. Enrollment: 140

7. Sessions: 2

8. Teachers:

   2--director, teachers for third, fourth, and fifth grades

9. Source of Funds: PTA, Municipalidad

10. Community Participation:

    The PTA maintains the school, cleans the patio, and has plans to paint the school.

11. Social Characteristics of Families:

    All are from poor areas on the outskirts of Itaipu housing projects: Half come from single-parent (mother only) families. Most students work when not in school (street sellers, etc.).

12. Dropouts:

    Consistent. Only 10 percent go on to secondary school. Eight students graduated from fifth grade last year, although more than 40 had started out in the first grade.

13. New Curricula: Not in use.

14. Teacher Training:

    The director has 17 years of experience and 1 teacher has 20 years' experience but is untitled.

15. Books:

    Only 25 percent of students have books, but they share and others copy from the blackboard. Most students are using old books.

16. Supervision of Satellite Schools:

This is a satellite school; monthly meetings are held at Bertoni, the central school. Occasional special courses are held.

17. Impact:

Using old books, much repetition, vigente methods.

18. Television:

Few have TVs but most have access to TV. They prefer the Paraguayan station but like cowboy shows on the Brazilian station. All understand Portuguese.

19. Language:

Guarani is used. Many understand Spanish, but do not speak it well.

20. Other Comments:

School is understaffed.

Non-AID School

1. Name: Graduada #11,207

2. Location: Km. 5, Presidente Franco, Alto Parana

3. Condition: Poor

4. Classrooms: 2 (1 in use)

5. Enrollment: 40--grades 1-3

6. Sessions: 2

7. Teachers: 1

8. Community Participation:

   There is no parents association because parents are not interested. Few want to buy the simple uniform. They do not help clean the school; the children do all the work. Parents are negative about the teacher, although the present one has had better luck. Two or three do show some interest. The town has land for a new school.

9. Dropouts:

   Some, but this is not a particularly migratory population.

10. New Curriculum: Use traditional curriculum.

11. Teacher Training:

    The teacher is a secondary school graduate. This is her first year. She teaches a multigrade class. Once a month teachers meet with the director of the AID school (Bertoni) for administrative and technical discussions.

12. Books: Most students have a reading book from the old series.

13. Supervision of Satellite Schools: Dependent school.

14. Impact:

    Very little, though there has been improvement this year.

15. Language:

    Children speak Guarani. They understand some Spanish and a very few learn to speak it.

16. Other Comments:

The teacher's biggest problems are being alone and not being a trained teacher. There is no one to work with or to help her. She receives the salary of a certified teacher plus part of the differential for teaching multigrade.

Non-AID School

1. Name: Jorge Ruben Pena

2. Location: Km. 7, Monday, Presidente Franco, Alto Parana

3. Condition:

   Poor--crowded second and third grade multigrade classroom

4. Sessions: 2

5. Teachers: 2

6. Source of Funds: School activities

7. Community Participation:

   Most parents participate in school meetings.

8. Social Characteristics of Families:

   This is a poor community. Many women are heads of families. This is a changing community with little stability.

9. Dropouts: A few

10. New Curricula: The traditional curricula are used.

11. Teacher Training:

    Neither teacher is certified. Both have secondary schooling. The director goes to the monthly meetings and tells the teacher what occurred.

12. Books: Only a few students have textbooks.

13. Supervision of Satellites Schools: Dependent school

14. Language:

    Guarani is the language of communication. Many students speak Portuguese; some speak Spanish.

1. Name: Juan O'Leary Graduada 351

2. Location: Juan O'Leary Alto Parana

3. Completed: 1974

4. Condition:

   Excellent. This school also had trouble with its well.

5. Classrooms: 8

6. Enrollment: 456 (511)

7. Sessions: 2

8. Teachers:

   10 (12 teachers are assigned to this school, but 2 others teach at another location because of overcrowding. About half are new this year; see No. 21).

9. Source of Funds:

   Tuition US$1.47/student
   Funds raised in 1980--$1,000.00
   San Juan--$220.59
   PTA--US$73.53/month for 6 teachers (food allowance)
   Municipality--$36.76 per month for 1 teacher

10. Community Participation:

    Active PTA--contributes money and rooms to teachers who come from out of town. The municipality also contributes. Parents provide labor for some of the improvements.

    Sidewalks--36m x 2m
    Varnished and painted school
    Swings
    Furnished land, put fence around 4-hectare lot.
    Built another school which is now used for fourth and sixth grades and secondary school.
    Raising money for electrification...US$2,595.00

11. Social Characteristics of Families:

    Guarani is the first language. Few of the people are native to the area, which diminishes the feeling of community spirit.

12. Dropouts: Very few

13. New Curricula:

Some resistance at first from parents who thought their children were not learning, but now they generally approve.

One of the three sections of sixth grade still uses the traditional curricula; next year all will use the new curricula.

The teacher can choose alternative methods under the new system, which is flexible. The new system of teaching reading stresses the grasp of a message from a picture with little emphasis on sounding out words. It is not as effective as the sounding out (phonetic) and grouping sounds method. The promotion system is better now that achievement also counts for promotion, at least starting in third grade.

14. Teacher Training:

All have certificates. They receive training during the regular monthly meetings. Occasionally short courses are given by teachers from Asuncion.

15. Books:

Most students have access to books which are purchased from the local tax collection office; there are no sixth grade new texts. In first grade, everything from the text is copied from the blackboard. Another teacher said she used the reading book according to the guide. The school has 60 copies each of first and second grade book of social studies, science, health, and communications. These are hardly ever used. Children bring their money, and teachers buy the books in Asuncion. The tax office now has first and second grade books after refusing for three years to have any.

16. Supervision of Satellites:

Central school with 16 satellites. The director plans to form PTAs in all the satellites.

17. Impact:

Building this school allowed the community to turn the old primary school into a secondary school. Until then the closest public secondary school was 12 km away from this community. All schools in the community have double shifts, and classes average 40-50 students. This school

has given the poor from the area access to secondary education. People have purchased lots and built houses on previously vacant land. The school seems to have attracted people and houses. The director of the school bought one lot and built a house.

18. Student Comments:

They like the school. They think it is pretty, and say they enjoy learning Spanish. They believe it is necessary to learn more. Student aspirations include the following: engineer, teacher, painter, and marine.

19. Television:

A group of about 15 girls said they did not watch much TV, but listened to music on the radio.

20. Language:

Guarani is their first language. In first grade, the teacher reports using Guarani half the time. The teacher explains first in Spanish and then in Guarani for those who do not understand. Most all families speak Guarani.

21. Other Comments:

The major problem here is continual loss of teachers, and the high cost to support the new teachers who come. Last year five teachers who commuted left the school. To attract teachers, they offer free room and added-pay (PTA, Municipalidad). Six out of ten teaching at the AID complex come from other communities. They leave to find better jobs or simply because they have not adapted to the community. The school expects to lose six teachers this year. A possible solution would be to use secondary school graduates as temporary teachers.

There are 12 teachers. Because of lack of space, two must teach classes at another location.

One teacher reported that she left her village to come to teach at this school because it is new, well built, well supplied, etc.

Many students live far from the school and walk 4 to 8 kilometers. Originally, the school was located in an unpopulated area and later families relocated to be nearer the school.

1. Name: Mariscal Francisco Solano Lopez #415

2. Location: Caarendy, Dr. J. L. Mallorquin, Alto Parana

3. Completed: 1975

4. Condition:

   Very Good. There is a problem with the water supply. Continual repairs are needed.

5. Classrooms: 8

6. Enrollment: 600 40+ per classroom

7. Sessions: 2

8. Teachers: 10

9. Source of Funds:

   Parents pay as they can at an inscription US$0.75-4.00. Fundraisers are also held.

Tuition	US$0.15 per student
Canteen	US$29.41 per month

Total income from all activities:

	1980	1979
Income	US$1,251.90	US$1,419.22
Expenditures	1,244.77	1,402.24

10. Community Participation:

    Fenced (wire). The land (4 hectares) from IBR. Parents provide labor (i.e., school garden) and pay US$44.12 difference to one teacher. Parents also clean the patio when necessary.

11. Social Characteristics of Families:

    Very poor. Health is a problem. Children are often not well cared for. Many students are sellers and travel to Brazil with their parents for goods. More than 10 percent of students are from fatherless families. Students can get jobs making furniture. Many work part-time to complete secondary school. Guarani is the first language of most people.

12. Dropouts:

A few drop out each year, principally because of the need to help parents in the home or in the fields. There is also a problem with children working as salesmen; many simply move and transfer to other schools.

13. New Curricula:

Each teacher uses the new system as well as she can. Students from here who go on to secondary school seem to read better and have better comprehension. The promotion system is a problem--it is too easy to get by without learning much. The failure rate for first grade is 10 percent. Areas of concern include a successful program.

Originally, the Health and Sex Education Course caused some resistance, but parents tend to accept it now. The new curriculum is easier to teach (evidence of extra effort by teachers includes molding clay animals).

14. Teacher Training:

All first category. There are monthly sessions with the supervisor, covering administrative and technical topics (multi-grade classroom, materials preparation, methodology demonstrations, etc.).

One teacher from outside is paid a differential from school funds. Problem with turnover exists, with teachers seeking higher salaries.

15. Books:

Fewer than 50 percent of students in each grade have books, but they exist for grades 1-5 in the tax collection office. All students purchase the reading book. The school has many copies of grades 1-2 reading, 60 copies of first math, 60 copies of second social studies, and 1 book each of science, health, and communication. Teachers may use these. Teachers often buy books for the students for which they are reimbursed.

16. Supervision of Satellites Schools:

Seven schools with 27 teachers. All 7 offer grades 1-6, but 5 have multigrade classrooms. They use the traditional curricula although teachers are trained in the new curricula. Teachers come in once a month for a meeting to discuss technical and administrative matters.

17. Impact:

The school is well located for the poor. Richer families often send their children to private schools although this one is in better shape. Shop class has paved the way for jobs in small furniture factories where many boys work while studying.

Fewer girls than boys continue studying; girls take sewing classes and then sell their products. The majority of the poor come here because no uniforms nor quotas are required. The school has attracted housing. People have purchased the vacant land near the school and built houses on it.

18. Student Comments:

They like the school, and enjoy studying Spanish. Aspiration: teacher.

19. Television:

Electricity brought to the town in October 1980. Very few have TVs. But most children in a sample of 15 said they watched TV and understand Portuguese. Most boys watch the cowboy shows broadcast over a Brazilian channel. Favorite shows in Spanish are Chapulin, Chavo.

20. Language:

Guarani is the major language, but many speak Spanish by sixth grade. Guarani is not used much by teachers after fourth grade. Many understand Portuguese.

21. Other Comments:

The janitor is paid U.S.$40 a month by MOE. The school has a parents' committee and a wives' committee.

The school pays a $44.12 month differential to one teacher who does not live there. The school could not get a teacher from outside the community without this differential.

There are continual problems with the water system; motor and pipes require repair constantly.

Some students walk 6 km to school.

Director's comments--"I don't know what we would do without this school. All the schools in the area are filled to capacity with two sessions."

1. Name: General Bernardino Caballero

2. Location: Arroyo Morroti Caaguazu

3. Completed: 1974

4. Condition: Some tile repair needed for ceilings

5. Classrooms: 6

6. Enrollment: 375

7. Sessions: 2

8. Teachers: 3

9. Source of Funds: Fundraisers

10. Community Participation:

Parents help with maintenance, and bring food to the 3 teachers who live at the school.

11. Dropouts:

There is a 4-6 percent dropout rate, usually because parents leave the area.

12. New Curricula:

They use the new curricula plans but methods are a mixture. There is little practical work done, and there is a lack of enthusiasm. More follow-up courses needed. They feel abandoned. More information (like traditional system) is needed in teacher's guides; program requires a lot of work; and pay is too low.

13. Teacher Training:

All are first category. Director does not urge teachers to attend meetings and few do. She does not go. It costs too much. Supervisor seldom comes; when she does, it is for administrative reasons.

14. Books:

The majority have the reading book--except for the sixth grade.

15. Supervision of Satellites Schools:

This is no longer a central school. The central school is now in Potrero Guayagui.

16. Student Comments:

Listen more to radio. Read: Condorito, textbook. Aspirations: dressmaker, factory worker.

17. Television:

Very few (if any) have TVs. The favorite program is the soap opera, "Mariana," which they watch occasionally.

18. Languages:

Guarani is the major language. Some students speak Spanish by sixth grade. All families speak Guarani at home.

19. Other Comments:

The school has a very high turnover rate. Teachers want to teach nearer home or look for better paying jobs.

Three teachers (including the director) live at the school during the week, and go home in Villarrica on weekends.

1. Name: Juan Ramon Gonzalez 120

2. Location: Capillita, Hugo Stroessner, Caaguazu

3. Completed: 1974

4. Condition: Very good

5. Classrooms: 4; shop also used

6. Enrollment: 269

7. Sessions: 2

8. Teachers: 4

9. Source of Funds: Fundraisers

10. Community Participation:

Parents' association exists, but few participate. They feel a separation from what goes on in school. Parents raise money for major maintenance and cut grass regularly. Land was donated by one man. The community had another piece of land--it was too low and subject to flooding. They had gathered about $1,200 for the school building which they then used for playground equipment: swings, slides, and seesaws.

11. Special Characteristics of Families:

Dispersed population. The poorer families take children out for cotton harvest in April. Few send children beyond sixth grade. Many are here only temporarily; others have left to work on road construction.

12. Dropouts:

There are few dropouts though many students attend irregularly because of harvests. Others leave school when their families move.

13. New Curricula:

New curricula are used. Teachers are first category. Industrial arts is not taught because the tools were stolen and the space is needed for a classroom. It was noted that the new curricula give students more freedom. The promotion system should not be used for students who have not done well.

The bilingual education program used in first grades is taught according to a teacher's guide. Little is done in practical areas.

14. Teacher Training:

All the teachers have had several courses in the new curriculum. The new supervisor visits the school occasionally and talks with the director. There is little feedback, although another teacher said there were meetings on student progress.

15. Books:

Most students have a reading book in first grade. The sixth grade uses a fifth grade reading book. Many students do not have books. Teachers have sets of books and a manual.

16. Supervision of Satellites Schools:

Two schools are supervised by this one. One has six grades and one has two grades. Both use the traditional curriculum although the larger school has a teacher trained in the new one. She visits them once a month for administrative reasons. She occasionally calls a meeting.

17. Impact:

Parents prefer to send their children to this nice school although some children walk up to 10 km, which is a two- hour walk. Attendance is affected by bad weather. Cold weather has an especially adverse influence on those who cannot afford shoes. This area has frost nearly every winter and few come to school then.

18. Student Comments:

Few of the second grade students saw any advantage to learning Spanish. Students expressed a desire to become chauffeurs, teachers, or doctors. Most listened to the birthday greetings on the radio programs. None of the students had visited Asuncion and only two had visited Caacupe.

19. Television:

This community has no electricity and, therefore, few students have access to television.

20. Language:

Guarani is spoken. Only some speak Spanish by sixth grade. The bilingual education program is being used in the first grade.

21. Other Comments:

An anecdote was told about the old school being blown away. The students attended school in private houses and a warehouse during the time between the destruction of their old school and completion of the new one.

Most students wore uniforms. Most boys did not have shoes on. Some walk 7 km to school. Teachers commented that they needed equipment for the shop. Also, teacher salaries are too low.

1. Name: OJO POI 10,295

2. Location: Ycua-pyta, Pirebebuy, Cordillera

3. Completed: 1978

4. Condition: Good

5. Classrooms: 2 (5th grade in a house)

6. Enrollment: 133

7. Sessions: 2

8. Teachers: 3

9. Community Participation:

   The community helps in fundraising activities. There is a PTA. The IBR donated the land. Parents helped build the school. Each parent is asked to contribute $4 per year.

10. Social Characteristics of Families:

    There are many poor families in this farming community. Of 18 students, only 2 wore shoes. Although the children help with the farmwork, they do not miss school unless their help is essential.

11. Dropouts:

    Few children drop out of school; 75 percent pass first grade and 90 percent pass fourth grade.

12. New Curricula:

    Traditional. Teachers are receiving training for the new curricula are used, but have not as yet received an order from MOE to start using them.

13. Teacher Training:

    Teachers are certified. Every two months they receive additional training.

14. Books:

    Students use the old books; those that have them share with others. In the bookshelf library are new production books, but they are not used.

15. Supervision of Satellites Schools:

This school depends on another school.

16. Impact:

Parents feel proud of their school and definitely want their children to learn.

17. Student Comments:

Students may miss 5-6 days per year in order to weed crops after heavy rains. After school, they help with farm work, such as cutting sugar cane and picking cotton. They like radio, and listen to football games and music. Aspirations: engineer, teacher, businessman, chauffeur. Very few said they wanted to stay on the farm.

18. Television: Little access.

19. Language:

Guarani is the first language, but students enjoy studying Spanish.

20. Other Comments:

Needs of Community: (1) an adequate school to sixth grade; (2) a health clinic; (3) running water, and (4) direct communication with the nearby city of Pirebebuy.

Parents feel strongly the importance of more education to improve opportunities for their children. Aspirations: seamstress, trade mechanic, chauffeur, something other than farming.

The community of Ojo-poi is part of a development project of the Catholic University and receives continual attention from project personnel. The community began constant contact with the outside world only about 5 years ago. This situation has created a minor explosion of aspirations, as well as much enthusiasm for services such as education. The community has lost no teachers.

1. Name: Regional Education Center, Villarrica

2. Location: Villarrica, Guairra

3. Completed: 1967

4. Condition:

   Very good. Some problems with land washing away and undermining the floor in the storeroom of the auditorium.

5. Sessions: 3, secondary commercial at night

6. Source of Funds:

   The school manages its own budget. Money comes from secondary inscription, $14 yearly, and fundraisers. Money goes for differentials or whatever they wish to do with it.

7. Community Participation:

   There is a parents' association at each level. Most parents come whenever a meeting is called.

8. Dropouts: Very few.

9. New Curricula:

   New curricula are used at all levels, and there is a strong congruence between actual teaching methods and what is asked for in the curricula (i.e., student participation, use of library for sports, group work, etc.).

   There are now 18 clubs at the secondary level. They are enthusiastically supported. Especially rewarding is the change in the students' attitudes toward learning. They are more open to new ideas and to new approaches to learning.

10. Teacher Training:

    Every Saturday there are courses at the center in some aspect of improving teaching methods. These are in-service training programs. During vacations, courses are held there, under the direction of the supervisor, for teachers from surrounding schools.

11. Books:

    Most students buy books which the school sells at its book store. The Center also produces its own paper books for secondary courses so that students can afford them.

12. Supervision of Satellites Schools:

The center has a technical team, including a Peace Corps Volunteer, a center teacher, and a teacher from the primary office. The team visits area schools at scheduled times and works with teachers on improving methods and flexibility. There is also a bilingual education coordinator from the center who visits surrounding schools and helps teachers use the bilingual education program and methodology. The center also has pilot schools used for practice teaching and bilingual education.

13. Impact:

The regional center has influence through its technical team, bilingual coordinator, and especially through the teachers it produces. Parents come to meetings, and it appears that the school and its activities are a popular focus of the town.

14. Television: There is TV in many homes.

15. Language:

Students are often bilingual, some even when they enter school. The situation has improved with the bilingual education program because now students are taught Spanish rather than having it introduced in unsystematic fashion.

16. Other Comments:

Achievement is at least as good as before under the new curricula. Last year for the first time, five of the students who took the university entrance exam passed on the first try. The library is well organized and well used. School funds are used to buy new books.

1. Name: Prof. Franca Yegros Carpinella

2. Location: Costa Mbocayaty Departamento Guaira

3. Completed: 1977

4. Condition: Excellent (brick)

5. Classrooms: 3

6. Enrollment: 104

7. Sessions: 2

8. Teachers: 6

9. Source of Funds: Activities with the community

10. Community Participation:

Parents assist with school repairs. For instance, they helped install the new floor. Parents built about 20 percent of the school, could not finish it, and finally convinced the general of the local division to have his army complete it for the community.

11. Social Characteristics of Families:

This is a poor community: the land is poor and there is little other work available. Some of the people farm, and have animals, but on small plots of land. Guarani is spoken in the home. Some do not put much value on education, and have little understanding.

12. Dropouts:

5 percent. Many leave to work in the fields; 90 percent pass.

13. New Curricula:

Used in first and second grades; traditional curricula are used in third to sixth grades.

14. Teacher Training:

Teachers have received some orientation on the new curricula.

15. Books:

Lack of reading books is considered a major problem by the director.

16. Student Comments:

Students were timid in interviews. They were much more comfortable speaking Guarani than Spanish.

17. Television:

Very few have access to TV. They like the radio.

18. Language: Guarani is used for explanation in most grades.

19. Other Comments:

There is a scarcity of jobs in the community.

The director of this school has lived in the area all her life. She attended primary and normal school there. She now lives on a 5-hectare farm that produces sugar cane, cotton, watermelons, and pasture for nine head of cattle. They also raise mandioca and vegetables for home consumption. Her husband plants the garden and then goes to Buenos Aires to work on construction projects. He returns at harvest time. They employ outside help as needed to take care of the crops in the interim. They speak both Guarani and Spanish in their house. She said that many of the younger married people speak both languages in their homes while the older generation speaks Guarani exclusively.

1. Name: Graduado No. 10,375
2. Location: Loma Bareta, Villarrica Departamento Gauaira
3. Classrooms: 1
4. Enrollment: 42 in first to fourth grades
5. Sessions: 2
6. Teachers: 1
7. Source of Funds: Parents
8. Community Participation

   Parents make repairs, and are raising money for another bathroom. There is only one now for both boys and girls.

9. Social Characteristics of Families:

   The teacher says the people are poor. When they do get some money they spend it on alcohol, horse races, etc.

10. Dropouts: 5 percent moved. 90 percent pass annually.
11. New Curricula: The traditional curricula are used.
12. Teacher Training:

    First category. The teacher attends training sessions on the new curricula.

13. Books:

    Most students have them, and they are used for reading, and copying onto the blackboard.

14. Supervision of Satellites Schools: Dependent school
15. Language: Guarani

1. Name: Tuyutimi

2. Location: Villarrica Departamento Guaira

3. Condition:

   Well maintained (brick and adobe) but shabby compared to AID schools, few materials.

4. Classrooms: 2

5. Sessions: 2

6. Teachers: 2

7. Community Participation: Very little

8. Social Characteristics of Families:

   Most students come from families of small farmers.

9. Dropouts: Few; 90% pass each year.

10. New Curricula: Lower grades use new curricula.

11. Teacher Training:

    Supervisor visits the school, and gives cursillos.

12. Books:

    Many cannot afford books. The material is copied on the blackboard.

13. Supervision of Satellites: Dependent school

14. Impact:

    One teacher said it was important to push the new curriculum.

15. Student Comments:

    Fourth graders were interviewed, and were self-confident and motivated. They enjoy radio (music). Some walk as far as 15 km to school. Some have bikes. They miss school when they are sick, when it rains, when they go to market, and when they help in the fields. Aspirations: mechanic, brick layer, trucker, doctor.

16. Television:

All students watch television regularly. They prefer "soap operas".

17. Language:

Students speak Guarani with families, and Spanish at school. Teachers explain in Spanish, then in Guarani. Students say they enjoy studying Spanish and want to be able to read and write in the language.

18. Other Comments:

The school needs another room. There should be more support from parents.

Community is very poor and there is little work. These children in the fourth grade did not exhibit the timidness of the fourth grade students in Ojo-Poi. They also had a much better command of Spanish than the Ojo-Poi students. All had visited Asuncion at least once. This school was not as large or as nice as the Ojo-Poi school. Perhaps television and the closeness of an urban area provide incentives and opportunities to learn Spanish. School has not lost teachers recently.

1. Name: Manuel O. Guerrero

2. Location: Barrio San Miguel, Villarrica, Guaria

3. Condition: Poor, overcrowded, and not enough furniture

4. Sessions: 2 plus literacy classes

5. Community Participation: Periodic reunions

6. Social Characteristics of Families:

   The families are poor, and had problems with the water supply.

7. Dropouts: 20 percent of first grade students

8. New Curricula:

   Used in the school in grades one to three. Traditional curricula are used in grades four to six. Bilingual education in first grade.

9. Teacher Training:

   There are monthly meetings, and visits by the bilingual education coordinator. The supervisor visits once or twice a year to observe classes and meet with parents.

10. Books:

    About half of the students have books. Parents are not sure where to buy them.

11. Language: Guarani

12. Other Comments:

    Apparently there was some attempt to form a cooperative, but no information is given.

1. Name: Escuela No. 50 Cervantes

2. Location: Villarrica, Guaria

3. Session: 2

4. Community Participation:

   A few parents help with school projects.

5. Social Characteristics of Families: Small farmers

6. Dropouts: Fairly high rate--16 percent

7. New Curricula:

   Used in the school along with bilingual education. The teacher said the new curricular are more dynamic and practical, but success depends on each teacher.

8. Teacher Training:

   The bilingual coordinator visits the school to help with that program. Nothing else was discussed.

9. Books:

   Some students have them, but there are none for sixth grade.

10. Language: Guarani

1. Name: Pabla de Vega

2. Location: Paso-pe, Villarrica, Guaira

3. Condition: Poor

4. Sessions: 2

5. Community Participation:

   Parents do not come to reunions for fear they will be asked for money or else they do come and do nothing.

6. Social Characteristics of Families:

   Very poor and illiterate, with nutrition problems, and substandard housing.

7. Dropouts: About 10 percent

8. New Curricula:

   Used in first and second grades, bilingual education in first grade.

9. Teacher Training:

   The bilingual education coordinator comes every two weeks to help. The supervisor comes once or twice a year to observe classes and meet with parents.

10. Books: Only a few have the reading book.

11. Supervision of Satellite Schools: Dependent school

12. Language:

    Guarani. Even by sixth grade few speak any Spanish.

13. Other Comments:

    The teacher is particularly concerned about the amount of work required and low pay for teachers. She was considering leaving the profession to look for a better paying job.

1. Name: Digna E. Benitez
2. Location: Mbocayaty, Villarrica Departamento Guaira
3. Completed: 1970
4. Condition: Excellent
5. Classrooms: 4 plus a workshop
6. Sessions: 2
7. Teachers: 5
8. Community Participation:

   Parents help with repair and maintenance of the school, cut the lawn, and prepare the gardens.

9. Dropouts: Very low rate. More than 50 percent pass.
10. New Curricula: Use new curricula.
11. Teacher Training:

    Teachers are first category. They receive additional training during monthly regional meetings.

12. Books:

    Many students do not have books, because they cannot afford them. A few books are given to students by the school.

13. Supervision of Satellite Schools: Dependent school.
14. Language:

    Guarani is spoken in the homes, and is used in school along with Spanish for explanation.

15. Other Comments:

    Lack of materials is considered a problem.

1. Name: Nand-Cua
2. Location: Villarrica Guaira
3. Sessions: 2
4. Dropouts: Very few students drop out.
5. New Curricula: Still using traditional curricula.
6. Teacher Training:

   Teachers have been trained in the new curricula.
7. Books: Most students have books.
8. Supervision of Satellite Schools:

   Dependent school--the supervisor has not visited the school since it opened.
9. Television:

   Nearly all homes have radios but very few have TVs.

1. Name: Prof. Julio Frontanilla 686

2. Location: Costa Primera, Paraguari, Departamento Paraguari

3. Completed: 1965

4. Condition: Good, brick

5. Classrooms: 5

6. Enrollment: 208

7. Sessions: 2

8. Teachers:

   There are 10 regular teachers and 2 that come twice a week.

9. Community Participation:

   Those who can, help out, but many parents work and do not attend school activities.

10. Social Characteristics of Families:

    Very poor area. Some work in small factories; others are farmers.

11. Dropouts:

    Very few (5 percent). It is a stable community, and most all students pass.

12. New Curricula:

    They use the new curricula. This school participates in the experimental bilingual education project of the Ministry of Education.

13. Teacher Training: First category

14. Books:

    Books are given by MOE, and are used as resources. At least 50 percent of the students buy their own books. In second grade, all but one student has a reading book. Four years ago, the Ministry of Education gave the school reading textbooks for the first three grades. The director lent them to children for three years and this year he gave the badly worn books to the students who use them.

15. Language: Guarani and Spanish spoken in classrooms.

16. Other Comments:

One reason for dropouts is that families are so poor they cannot buy clothes.

Non-AID School

1. Name: Teniente 1, Lesume Nicanol, Pampliega 236
2. Location: Paraguari, Departamento Paraguari
3. Condition: Good
4. Sessions: 2
5. Community Participation:

   There is no parents committee. Parents support school activities.

6. Dropouts: Very few; 80 percent pass grade.
7. New Curricula: New curricula are in use.
8. Books: Fewer than 50 percent have their own books.
9. Supervision of Satellite Schools: Dependent school
10. Television: Some have access to TV.
11. Language:

    Both Guarani and Spanish are spoken in class.

12. Other Comments:

    One teacher feels that the math books need changing. They do not follow a logical sequence. Students have problems using their books from the sixth grade on.

    Students attend from three companias which could account for lack of parental support.

APPENDIX F

TABLES

Table F-1. Cost of Primary Schools

Projected Cost

Construction $41.35/m^2
Furniture $ 5.00/m^2 of class space

Actual Cost

Award No.	Date	Construction/m^2	Furniture/m^2	Per Student
1	9/12/72	$35.21	$13.04	$54.65
2	10/31/72	42.29	12.91	64.44
3	2/28/73	58.13	28.20	97.79
4	4/4/73	68.98	12.90	86.67
5	7/25/73[1]	76.96	16.65	100.00

[1]We could not locate actual cost data for school contracts awarded after 7/25/73.

Table F-2. Primary School Retention and Repetition Rates, 1955-1960 to 1974-1979

Year	Percentage of Sixth Grade Enrollment Based on First Grade Enrollment		
	Overall	Urban	Rural
1955-1960	13.0%	-	-
1963-1968	20.0%	-	-
1965-1970	26.0%	49.0%	11.0%
1971-1976	31.1%	56.0%	18.0%
1974-1979	36.0%	63.0%	22.0%

Year	Repetition Rates		
	Overall	Urban	Rural
1969	-	9.5%	17.6%[1]
1973	17.0%	14.0%	20.0%
1976[2]	15.0%	11.0%	17.0%
1979[2]	14.0%	5.0%	16.0%

[1]Urban=Asuncion, Rural=Rest of Country.

[2]Promotion rates in Regional Centers where new curriculum is used range from 88% to 100%. Nationwide rates range from 70% to 90%.

Source: Area Handbook for Paraguay.

Table F-3. Number of Secondary Schools Using New Curriculum, 1980[1]

Department	Total	Sector	
		Public	Private
Capital	26	13	13
Concepcion	2	1	1
Cordillera	6	5	1
Guaira	3	1	2
Caaguazu	2	1	-
Itapua	1	1	-
Misiones	1	1	-
Paraguari	1	1	-
Alto Parana	1	1	-
Central	7	7	-
Neembucu	3	3	-
Amambay	1	-	1
Pdte. Hayes	3	-	3
Total	57[2]	36[2]	21

[1]The number corresponds to 10% of the secondary schools.

[2]In addition, the 6 Regional Centers use the new curricula.

Source: Ministerio de Educacion y Culto, Departamento de Ensenanza Secundaria, Unidad Tecnico-Pedagogica

Table F-4. Retention Rates, Secondary Schools, 1964-1969 to 1974-1979

Date	Retention First to Sixth	Graduated
1964-1969	40%	36%
1974-1979	52%	47%

Table F-5. Results of Achievement Tests Given to New Curricula Students in Senior High School

Subject	Grade 1		2		3		4		5		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Social Life and Communication	15	8.02	23	12.30	37	19.79	42	22.46	70	37.43	187	100
Nature, Health and Work	8	4.23	11	5.82	27	14.29	60	31.75	83	43.91	189	100
Mathematics	6	3.16	15	7.89	31	16.32	56	29.47	82	43.16	190	100
Total	29	5.12	49	8.66	95	16.78	158	27.92	235	41.52	566	100

Table F-6. Results of Achievement Tests Given to Traditional Curricula Students in Senior High School

Subject	Grade 1		2		3		4		5		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Social Life and Communication	35	16.28	22	10.23	50	23.26	59	27.44	49	22.79	215	100
Nature, Health and Work	24	11.01	19	8.72	43	19.72	63	28.90	69	31.65	218	100
Mathematics	20	9.17	28	12.84	50	22.94	71	32.57	49	22.48	218	100
Total	79	12.13	69	10.60	143	21.97	193	29.65	167	25.65	651	100

Table F-7. Enrollment at Regional Education Centers (REC)

REC	Primary		Basic		Humanities		Commercial		Normal	
	1975	1979	1975	1979	1975	1979[1]	1975	1979[1]	1975	1979
San Lorenzo	712	570	360	428	233	397	100	-	84	91
Encarnacion	1,053	939	694	648	325	559	170	-	88	94
Villarrica	672	716	329	350	187	213	52	-	137	198
Concepcion	765	674	611	702	324	348	87	-	72	73
Pto. Pdte. Stroessner	-	1,007	-	548	-	467	-	-	-	-
Pedro Juan Caballero	-	795	-	592	-	270	-	-	-	19
Total	3,202	4,701	1,994	3,268	1,069	2,254	409	-	181	475

[1]Humanities and commercial studies are combined in the source for 1979.

Source: Ministry of Education, Anuario, 1979.

Table F-8. Superior Institute of Education, Enrollment by Course, 1970-1980

Course	Enrollment			
	1970	1973	1975	1978
Total	236	107	1,595	1,800
Teacher Training	120	84	276	292
Primary	-	-	140	223
Secondary	120	84	136	69
Specialization	84	83	12	24
Professionalization	32	-	-	-
Teacher Improvement	-	-	1,307	939
Practice Teaching	-	40	-	-
Practice Teaching in Industrial Arts and Technical Education	-	-	-	57
Teacher Improvement for Guarani Teachers	-	-	-	21
Seminars and Workshops	-	-	-	457

Source: Ministry of Education, Anuario, 1978

Table F-9. Primary and Secondary Level Graduates, 1975 and 1980

Primary Level Graduates Institute	1975	1980
Instituto Superior de Educacion	6[illegible]	83[1]
Inst. de Form. Docente Ntra. Sra. de la Asuncion	28	31
Inst. de Form. Docente Maria Auxiliadora	-	19
C. Reg. Educacion Juan E. O'Leary (Concepcion)	37	31
Inst. de Form. Docente--San Pedro	-	31
Inst. de Form. Docente--San Estanislao	-	31
Inst. de Form. Docente--Eusebio Ayala	25	101
C. Reg. Educ. Natalicio Talavera (Villarrica)	86	106
C. Reg. Educ. Patricio Escobar (Encarnacion)	65	48
Inst. de Form. Docente--S. Juan Bautista Misiones	25	29
Inst. de Form. Docente--Paraguari	39	83
C. Reg. Educ. Saturio Rios (San Lorenzo)	65	26
Inst. de Form. Docente--Pilar	18	26
C. Reg. Educ. Pedro J. Caballero	18	6
Inst. de Form. Docente Filadelfia (Chaco)	8	16
Totals	475	667

[1]Preliminary information from the Instituto Superior de Educacion.

Sources: 1975, Ministerio de Educacion y Culto, Departamento de Planeamiento Educativo--Unidad de Estadistica;
1980, Ministerio de Educacion y Culto, Departamento de Formacion Docente.

Secondary Level Graduates, Superior Institute of Education[2]
1975-1980

Year	Graduates
1975	46
1980	24[3]

[2]Beginning in 1981, Institutes in Concepcion, Encarnacion, and Paraguari offer secondary training in a few areas.

[3]Beginning in 1981, in an effort to attract more students, secondary school graduates were permitted to go directly into secondary-level training instead of first completing primary-level training.

Source: Ministerio de Educacion y Culto--Instituto Superior de Educacion

Table F-10. Number of Primary Level Certified and Noncertified Teachers, 1970 to 1978

Year	Total	Certified		Noncertified	
		Number	%	Number	%
1970	13,392	10,610	79	2,782	21
1972	14,114	11,705	83	2,409	17
1974	14,945	12,482	84	2,463	16
1976	16,208	13,211	82	2,997	18
1978	17,530	14,024	80	3,506	20

Source: Ministry of Education and Worship, Directorate of Educational Planning, Statistics Unit

Table F-11. Educational Material Published by the Educational Material Production Department, 1972-1975

Year	Grade	Texts	Guides	Total
1972	First	80,000	5,000	85,000
1972	Second	30,000	3,500	33,500
1972	Third	25,000		25,000
1973	First	50,000		50,000
1973	Second	30,000		30,000
1973	Third		3,000	3,000
1974	First		10,000	10,000
1974	Second		3,000	3,000
1975	First	64,200		64,200
1975	Second	65,000	3,000	68,000
1975	Third	90,000	9,000	99,000
		434,200	36,500	470,700

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Year	Grades	Texts and Guides	Total
1976-1978	1-4	500,000	500,000
1979-1980	5-6	325,000	325,000
			825,000

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